



**Office for People With
Developmental Disabilities**

ANDREW M. CUOMO
Governor

KERRY A. DELANEY
Acting Commissioner

January 10, 2017

Via Hand Delivery

Victor P. DeAmelia
Regional Director
New York State Division of Human Rights
P.O. Box 2049
Albany, NY 12220

RECEIVED

JAN 10 2017

**DIVISION OF HUMAN RIGHTS
ALBANY REGIONAL OFFICE**

Re: Alicia Hover v. New York State Office for People With Developmental Disabilities
Case No. 10185176

Dear Mr. DeAmelia:

I represent the Respondent, New York State Office for People With Developmental Disabilities (OPWDD), with respect to the above-referenced case. Set forth below is our Response to the Complaint as well as Respondent's Contact Information Form and an additional copy of this letter. For the reasons discussed below, Respondent denies all allegations in the Complaint and maintains that it has no merit.

PRELIMINARY STATEMENT

Complainant alleges the she was denied training, given a negative performance evaluation, and unlawfully terminated due to her alleged disability. As discussed below, Respondent lawfully terminated Complainant's employment due to her incompetence because she simply could not perform the essential functions of her job with or without a reasonable accommodation and thus posed a direct threat to the health and safety of herself, co-workers, and the individuals with developmental disabilities in her care.

BACKGROUND

Respondent is the state agency charged with providing services to persons with developmental disabilities. It has approximately 20,700 employees and operates thirteen State Operations Offices across the State including the Broome Developmental Disabilities State Operations Office (DDSOO). This DDSOO is responsible for providing those services to individuals with developmental disabilities residing in Respondent's Region 2. They are diagnosed with an array of developmental disabilities including but not limited to: intellectual disabilities, autism spectrum disorders, cerebral palsy, and dually diagnosed conditions including psychiatric illness.

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On November 27, 2015, Complainant interviewed with Dale Fox, Human Resources Specialist 2, for the position of Direct Support Assistant Trainee (DSAT). DSATs are responsible for the day-to-day care of individuals with developmental disabilities and a wide variety of person-centered supports and services. Responsibilities include administering medications, assisting with personal hygiene, dressing individuals, administering first aid, preparing meals, assisting in eating, maintaining a clean living environment, assisting in developing and maintaining interpersonal relationships with peers and family members, and, in general, helping the individuals lead more independent lives. The duties of a DSA are set forth in the Department of Civil Service's Classification Standard (job description), attached as **Exhibit A**.

During her interview, Complainant volunteered that she previously had surgery to remove a brain tumor, which sometimes affects her speech and memory. Subsequently, Complainant was conditionally offered the position and thereafter successfully passed all required background checks, including a Physical Agility Test, which demonstrated that Complainant had no physical or medical limitations to performing the job. Complainant did not indicate that she had a disability or that she needed to be accommodated so that she could perform her job.

On August 18, 2016, Complainant was hired as a DSAT. The Appointment Letter, attached as **Exhibit B**, advised that she was required to serve a 52-week (one year) traineeship/probationary term. See 4 NYCRR §4.3. She was further advised that "[s]atisfactory completion of your traineeship depends upon your demonstrated competencies in the performance of required job tasks..." The Traineeship Council oversees all DSATs. Among other duties, it reviews requests for terminations from supervisory teams. On September 6, 2016, Complainant signed a Traineeship Agreement that explained the Traineeship Program. A copy is attached as **Exhibit C**.

Training

As with all trainees, Complainant underwent four weeks of classroom training before working directly with individuals. She had to pass several trainings such as the administration of medications (AMAP), meal management, first aid, and CPR. A copy of Complainant's Training History is attached as **Exhibit D**. She struggled with these trainings and was only able to pass them with significant "hands on" help from her fellow trainees and supervisors at every step of the classes. Further, Complainant had no recollection of attending a half day course on food consistency.

Susan Williams, Assistant Director of Talent and Development and Training, asked Complainant how she could help her learn the job duties going forward. Williams suggested the use of flash cards or a separate, quiet space to take examinations. Complainant declined those offers stating "I don't know what you can do for me. I can't remember from one day to the next." She did not identify any accommodation or tool that would be helpful. She did not request a reasonable accommodation in accordance with Respondent's Reasonable Accommodation Policy and Procedure, attached as **Exhibit E**. Respondent's Employee Handbook, available to Complainant on Respondent's Intranet and attached as **Exhibit F**, likewise advised her of this Policy. Moreover, at all relevant times, Respondent also had in effect an Anti-Discrimination policy, attached as

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Exhibit G, which Complainant failed to avail herself of despite having been trained on this Policy on October 14, 2016. *See Exhibit D.*

Upon completion of classroom training, trainees are assigned to a residence where individuals with developmental disabilities reside. They rotate through work groups distributing medications, making dinner, doing laundry, or assisting individuals with in-house recreation or off site trips. They must rotate through all work groups in order to evenly distribute the job duties. All DSATs must also learn the Behavior Support Plans (BSP) of the individuals residing in the residence. A BSP advises staff of an individual's needs especially related to dietary restrictions, supervision levels, behavioral problems, and redirection techniques in the event an individual has a negative reaction that has to be addressed. It is essential that staff familiarize themselves with such plans to assure safe and proper care and treatment.

On September 21, 2016, Complainant was assigned to the Lincoln Street IRA. Once there however, her supervisor observed that Complainant avoided all duties that involved working directly with the individuals. Instead, she would take on household chores, such as sweeping the kitchen or folding laundry despite being told repeatedly that such tasks could be done *after* the individuals went to bed, not during their waking hours when she was expected to interact with them. At bedtime, DSATs must change the individuals' diapers and help them get ready for bed. Complainant, however, would not even enter the bedrooms of individuals without extensive coaxing. Complainant pointedly refused to clean an individual who had soiled himself, despite being directed to do so by her Supervisor, Billie Jo Fuller, Developmental Assistant 1.

Supervisor Fuller advised her supervisor Mary Marcy, Developmental Assistant 3 (DA3), of Complainant's struggles to pass the required trainings and her difficulties in performing daily tasks. On September 7, 2016, DA3 Marcy discussed Supervisor Fuller's concerns with Complainant. She reviewed the On-the-Job Checklist with Complainant to ensure that she had an understanding of the requirements of the job. The Checklist, attached as **Exhibit H**, lists all of the performance expectations of a DSAT. Complainant informed DA3 Marcy that she thought working in the same workgroup for more than one day in a row would help her learn better. Although this is contrary to the usual work rotation of DSATs, Respondent agreed. DA3 Marcy also recommended that Complainant be reviewed monthly, rather than quarterly, to help her improve her performance and succeed in her traineeship.

Complainant's performance still did not improve. She could not even remember how to turn on the stove or make coffee after being instructed several times. Of greater concern, she could not remember the individuals' BSPs from one day to the next thereby putting them at risk of harm. On September 26, 2016, Supervisor Fuller advised her supervisors, DA3 Marcy and JoAnn Strapach, DA2 by email, that she had "many concerns" and "serious doubts" about Complainant's ability to pass probation. That email, attached as **Exhibit I**, further stated that Complainant was not taking initiative to assist individuals in their personal care and would avoid bedrooms during evening bed check and bathing time. It also advised that Complainant lied when she told her co-workers that she was not permitted to do any personal care, when they asked her to help shower an individual. The next day, Supervisor Fuller corrected Complainant that she was not supposed

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to be *alone* with individuals, but that she was absolutely expected to assist in providing direct care to the individuals. This was essential to helping her learn the job. Complainant remained reluctant to providing direct care to the individuals.

Performance Evaluations

On October 6, 2016, Complainant received her first performance evaluation, attached as **Exhibit J**. It reflected that Complainant was only meeting the required standards in four of the thirty-four categories. While she was making progress in thirteen categories, she was not meeting the standards in seventeen categories. DA3 Marcy indicated that Complainant had difficulty passing the required trainings, was not comfortable touching the individuals for routine personal care, and did not seem to want to work directly with them especially with toileting and bathing. For example, on one occasion, individual began throwing things. Rather than help to diffuse the situation, or help place other individuals out of harm's way, Complainant hid in the bathroom to avoid attending to the episode. This presented a significant risk of harm to the safety of the individuals and her co-workers.

On October 11, 2016, DA3 Marcy sent the evaluation to Elizabeth Mahar, Assistant Training Director, and Caroline Roseburgh, Administrative Assistant. Marcy's email, attached as **Exhibit K**, stated:

We are having difficulties with [Complainant], she is taking a lot of extra help to learn the job. Staff explain tasks over and over and she continues to need direction from staff. She seems afraid to work with the individuals directly, feeling much more comfortable doing household cleaning or laundry. I have assigned her to work side by side with other staff. I spoke to her about taking the lead and utilizing the staff to assist her rather than the other way around.

On October 12, 2016, as a result of her concerns, Mahar requested by email, attached as **Exhibit L**, that Assistant Director Williams add Complainant to the October Traineeship Council meeting for evaluation. On October 13, 2016, the Traineeship Council decided to give Complainant a chance and put her on "interim status" rather than terminate her employment. Interim status is reserved for employees whom the supervisor believes cannot perform their job duties. Such employees do not work independently, are not counted in the required staffing minimums, and are reviewed monthly rather than quarterly.

On October 21, 2016, Dale Fox, Human Resource Specialist 2, met with Complainant to further discuss her performance. Complainant informed Ms. Fox that she thought she was suffering from the effects of a brain surgery. Ms. Fox provided Complainant with a copy of the Reasonable Accommodation Policy and referred her to Affirmative Action Administrator (AAA) Kenneth Shider for assistance. However, Complainant never contacted AAA Shider and never made any request to anyone for any accommodation.

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Two weeks later, on or about November 4, 2016, Complainant submitted doctors' notes to Ms. Fox in Human Resources regarding her 2009 surgery.¹ Ms. Fox informed Complainant that she needed to submit a request for a reasonable accommodation to AAA Shider, not just doctors' notes. Ms. Fox further advised Complainant that some of her doctors' notes were more than five years old. The only recent medical documentation she submitted did not refer to memory loss issues, but rather stated that her migraines were under control and that she had only had some recent stuttering episodes. Again, Complainant never contacted AAA Shider to request an accommodation.

On November 6, 2016, Complainant received her second performance evaluation, attached as **Exhibit M**. It indicates that her performance had worsened. She did not meet the required standards in any categories. Although she was "making progress" in twenty-eight categories, she still failed to meet the standards in eighteen categories. Additionally, she was still reluctant to provide direct care to individuals – the primary essential function of her position as a DSAT. Despite being given a "cheat sheet" of the individual's meal plans and food consistencies and restrictions posted in the kitchen, Complainant was still unable to prepare safe meals for the individuals. On one occasion, an individual got into the kitchen, which is off limits to all residents. Rather than try to encourage the resident to leave the kitchen, or attempt to block him from going near the stove, Complainant just stood there, unwilling to interact with the individual. A co-worker noticed this and intervened to help redirect the individual out of the kitchen into the living room.

Termination

Given Complainant's worsening performance despite significant supervision and hands on training, DA3 Marcy and the Treatment Team recommended that Complainant's employment be terminated. Her demonstrated incompetence was posing a potential health and safety risk to the individuals in her care. Thus her performance was unsatisfactory. See **Exhibit N**. The Civil Service Rules and Regulations, 4 NYCRR §4.5(b)(5), authorize OPWDD to terminate the employment of a probationer "if the conduct or performance of a probationer is not satisfactory."

On November 10, 2016, the Traineeship Council approved the recommendation. Thereafter, Karen Galarneau, Statewide Director of Training, agreed to the termination. Accordingly, by letter dated November 25, 2016, Complainant was informed that her employment was terminated effective November 30, 2016, due to her inability to satisfactorily perform the essential functions of her job. A copy of this letter is attached as **Exhibit O**.

RESPONDENT DID NOT DISCRIMINATE AGAINST COMPLAINANT ON THE BASIS OF DISABILITY.

To establish a case of discrimination based on disability, Complainant must show that: (1) she meets the definition of an individual with a disability; (2) she was qualified to hold the position;

¹ Doctor's notes are not being provided due to confidentiality, however, with Complainant's permission, such notes can be turned over.

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(3) she suffered an adverse employment action; and (4) the adverse action occurred under circumstances giving rise to an inference of discrimination. Gill v. Maul, 61 A.D.3d 1159 (3rd Dept. 2009). Under the Human Rights Law, a disability is defined as:

(i) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or

(ii) a record of such an impairment or

(iii) a condition regarded by others as such an impairment

Human Rights Law § 292.21; see also, 9 NYCRR § 466.11(c)(2)(i-iii). There is no evidence to support Complainant's claim that she is so disabled. She alleges that she suffers from memory loss and seizures but there is no evidence to support that claim. The doctors' notes she submitted to Human Resources were outdated and did not indicate how Complainant's medical history affected, if at all, her present ability to successfully perform her job duties.

Even assuming, without conceding, that Complainant meets the definition of an individual with a disability, Complainant was not entitled to a reasonable accommodation. First and foremost, she never availed herself of the opportunity to request an accommodation. Proponents of disability discrimination have the burden of establishing that they proposed reasonable accommodation and that their employer refused to make such an accommodation. On multiple occasions, Complainant was informed of Respondent's Reasonable Accommodation Policy and that she needed to submit a request to an Affirmative Action Administrator, which she failed to do. In Pimental v. Citibank, 29 A.D.3d 141 (1st Dept. 2006), the court found that where a complainant cannot show that she proposed a reasonable accommodation, she cannot prevail on a failure to accommodate claim. Here, Complainant cannot show, nor does she allege, that she proposed a reasonable accommodation. In fact, even admitted that there was no reasonable accommodation that could help her when she stated, "I don't know what you can do for me."

Even if she had requested an accommodation, the Human Rights Law does not require accommodation of behaviors that do not meet the employer's workplace behavior standards. 9 NYCRR § 466.11(g)(1). Reasonable accommodation is not required where the disability or the accommodation itself poses a direct threat. 9 NYCRR § 466.11(g)(2). "Direct threat" is defined as a significant risk of substantial harm to the health or safety of the employee or others that cannot be eliminated or reduced by reasonable accommodation." As described above, Complainant's incompetence created a significant risk of harm to herself, her coworkers, and the individuals in her care. Thus, under the Human Rights Law, Respondent had no obligation to accommodate Complainant.

Finally, Complainant was not evaluated or terminated under circumstances giving rise to an inference of discrimination. The evidence shows that the sole reason for the termination of her

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employment was her unsatisfactory performance, which posed a direct threat to the health and safety of her co-workers and the vulnerable individuals in her care.

Complainant did not commit the individuals' Behavior Support Plans to memory and thus was not aware of their needs and required treatment. She refused to work directly with them despite extensive coaching and supervision. She avoided bathing and toileting them – two essential functions of the job. She lied to her co-workers telling them that she was not responsible for such tasks. She hid when an individual presented a behavioral episode and failed to intervene when an individual entered the kitchen thereby abandoning them and her co-workers and placing them at risk of harm.

Although Complainant was extensively trained, repeatedly counseled as to her performance deficiencies, and given extensive feedback from her evaluations and meetings, her performance continued to decline and she showed no intention to improve and successfully complete her traineeship. Thus, her termination was entirely lawful and her claim must fail.

CONCLUSION

For all of the reasons set forth above, Respondent submits that it has not violated the Human Rights Law and regulations or any other applicable law with respect to Complainant's employment. Respondent respectfully submits that the Complaint fails to state a claim of disability discrimination and requests that a finding of no probable cause be made and that the Complaint be dismissed.

Sincerely,



Dana K. Scalere

Senior Attorney

(518) 474-7700

Dana.K.Scalere@opwdd.ny.gov

DKS/jf

Encl.

Occ. Code 5645030

DIRECT SUPPORT ASSISTANT, GRADE 9

New York State Department of Civil Service

Classification Standard

BRIEF DESCRIPTION OF CLASS

Direct Support Assistants provide a wide variety of person centered supports and services to individuals with developmental disabilities. These supports and services involve advocating for, encouraging, guiding and teaching individuals in expressing personal choice, developing daily living skills and habits, taking care of their personal needs, assuring community integration, ensuring for their health and safety, and maintaining a healthy, safe home environment. The supports and services performed depend upon the specific abilities of the individuals being served and the nature of the setting where the activities are performed.

DISTINGUISHING CHARACTERISTICS

DIRECT SUPPORT ASSISTANTS: full performance level; under general supervision of clinical or higher level staff, provide direct care to individuals with developmental disabilities in a residential and/or program setting; assist and inspire individuals in their care to attend to their personal daily living needs and to further develop those vocational, nutritional, social, and personal skills necessary to maintain or achieve the highest possible level of independence in the least restrictive environment.

ILLUSTRATIVE DUTIES

Direct Support Assistants provide physical and cognitive support to individuals with developmental disabilities to help them lead better lives. In accordance with habilitative plans, they guide and teach individuals supported to live the lives they choose to live. Incumbents perform and/or take a lead role in one or more of the following duties within a work site:

Putting People First

- Demonstrates respect for all others.
- Assists individuals in sorting through choices.
- Encourages and supports problem-solving and coping skills.

exh. A

- Demonstrates the ability to discuss the rights and responsibilities to which an individual is entitled.
- Assists in the development, implementation and on-going evaluation of service plans that are based on the individuals preferences, needs and interests.

Building & Maintaining Positive Relationships

- Teaches and reinforces the use of a variety of communication techniques to meet the individuals needs.
- Guides individuals through motor exercises designed to increase physical coordinative functions to encourage self expression.
- Teaches and reinforces principles of human growth and development, including human sexuality, as determined by each individual's developmental level and program plan.
- Accompanies individuals to community activities including worksites, cultural, religious and social events, day programs, visits to health practitioners; and aids individuals in developing awareness and use of community resources and in interacting with others.
- Transports/arranges for transport of individuals to community events.
- Helps individuals to develop/maintain positive interpersonal relationships with their peers, with others in their families, and with others in the community.
- Aids in explaining feelings, resolving conflicts, teaching/reinforcing acceptable means of dissipating frustration, and anger.
- Accompanies individuals to dances, camping trips, swimming, horseback riding, basketball, or other recreational events of their choice.
- Assists in selection and teaching of appropriate community inclusion leisure activities.

Demonstrating Professionalism

- Understands and follows the National Alliance of Direct Support Professionals (NADSP) code of ethics.
- Engages in mutually respectful partnership/relationships with the individuals, family members, co-workers and others.

- Complies with agency regulations and policies related to confidentiality.
- Complies with agency regulations and policies related to time and attendance.
- Actively participates at staff meetings by communicating observations concerning progress and reaction to various therapy programs.
- Advocates for alternative programs or procedures at planning meetings based on an individuals personal preferences.
- Respects personal and professional boundaries.
- Demonstrates respect for diversity and inclusion.
- Recognizes the impact that discrimination based on disability, race, gender, religion, sexual orientation, etc. may have on individuals.

Supporting Safety

- Supports the safety of all individuals in everyday situations.
- Performs/teaches routine housekeeping duties as appropriate, such as dusting, washing floors and walls, cleaning bathrooms, and vacuuming rugs.
- Follows safety procedures in home environment by mopping up spills and reporting unsafe conditions.
- Teaches and reinforces fire safety procedures. Checks to see that fire exits are clear, night-lights and exit signs are on, windows are locked, etc.
- Stores supplies and assures that storage areas are kept in a neat and orderly condition.
- Assists individuals, as needed, in bed making.
- Stores and replaces linens.
- Assists in various household inventories.
- Aids in the selection, purchase, care and use of age appropriate personal belongings for individuals with developmental disabilities.
- Performs/teaches minor and routine maintenance tasks such as changing light bulbs, fuses, replacement of faucet washers; and obtains repair services for appliances.

- Provides an accurate accounting of all financial transactions made on behalf of individuals in their care.

Supporting Good Health

- Acts as a role model for positive behavior.
- Understands the health care information needed to support an individual with developmental disabilities.
- Teaches and reinforces accepted infection control and personal grooming techniques; assists in bathing, dental care, hair and nail care, personal hygiene, toileting, incontinence care, and menstrual care in a way that demonstrates dignity and self respect.
- Teaches and assists individuals as needed in dressing, clothing selection, storage, laundering and repair of clothing and accessories; helps them to shop for clothing.
- Maintains an adequate supply of and accounting of personal clothing and possessions.
- Teaches and assists individuals as needed in proper use and care of shavers and razors, eyeglasses, hearing aids, prostheses as prescribed by appropriate medical practitioner.
- Administers and teaches individuals first aid treatments; administers cardiopulmonary resuscitation techniques and performs other health-related techniques as required.
- Takes, records, and reports temperatures, blood pressures, pulse rate, weight, and other significant symptoms/health-related occurrences; aids individuals in understanding, recording, and reporting such factors.
- Reports unusual incidents and physical or behavioral symptoms promptly and accurately to the supervisor.
- Applies valid and accepted limits for inappropriate behavior and helps control and restrain individuals who exhibit challenging behaviors.
- Administers prescribed medications and treatments; teaches, observes, reports problems and progress in self-administration of medications programs; assists individuals in achieving more independence in administration of medications; teaches use of skin care lotions, topical ointments, eye and ear drops and assists in their use as needed.

- Performs/teaches routine removal of trash, cleaning of trash containers, ashtrays, etc.
- Teaches/performs outdoor maintenance tasks and repairs of residence, yard, garden, and walks; reports need for or obtains repair services for automobiles, vans, mowers, etc.
- Checks fire equipment and reports any malfunction.
- Conducts fire drills following the fire evacuation plan.
- Understands executes specific emergency preparedness plans for the location in which he/she is assigned.

Having a Home

- Supports individuals to live in the home of their choice.
- Supports the individual by ensuring a comfortable home environment that is clean, neat and kept in an orderly condition.
- Teaches/assists with feeding, grooming, and care of any pets that may be in a home.
- Teaches/supervises/participates in a variety of leisure and recreational activities, crafts, projects, seasonal and permanent home decoration.
- Assists in planning, supervising and conducting holiday celebrations that are observed or selected by individuals in the home.

Being Active & Productive in Society

- Supports the individuals career and employment goals.
- Assist in the development of skills to help the individual meet the productivity expectations of the workplace.
- Teaches acceptable work habits, e.g., punctuality, dress and grooming, to enable individuals to develop readiness for work outside the home, or in support of individuals' habilitative goals.
- Supports active participation in the community.
- Teaches money management principles to individuals; and completes/aids in completion of banking activities.

- Accompanies individuals to medical, dental, and other health-related appointments; delivers prescriptions to pharmacy, takes medication to home site and logs same; and instructs and observes individuals in use of those prescribed medications.
- Monitors and reports any adverse side effects of medication or treatments provided.
- Assists individuals in eating who cannot feed themselves independently and teaches dining skills according to an individual's need.
- Teaches individuals to eat in a family-style setting; models and teaches mealtime socialization skills.
- Teaches and assists individuals to plan, shop, store, prepare and serve meals using accepted nutritional standards; and to clean kitchen and dining areas, and dispose of leftover food safely.
- Understands and identifies abuse as described in regulations.
- Recognizes concepts related to the prevention of abuse.
- Reports possible abuse to the appropriate person(s) or entities in a timely manner.

MINIMUM QUALIFICATIONS

Possession of a high school or a high school equivalency diploma (such as a GED) or higher and successful completion of the Direct Support Assistant Traineeship.

Incumbents are also required to possess a valid license to operate a motor vehicle in New York State and to meet physical, medical and agility standards. Candidates will be required to meet additional requirements to provide care to the developmentally disabled including clearance from the New York State Child Abuse Registry and the Medicaid Fraud Prevention and Detection Database. In addition, a criminal background check will be conducted.

Date: 2/14

NOTE: Classification Standards illustrate the nature, extent and scope of duties and responsibilities of the classes they describe. Standards cannot and do not include all of the work that might be appropriately performed by a class. The minimum qualifications above are those which were required for appointment at the time the Classification Standard was written. Please contact the Division of Staffing Services for current information on minimum qualification requirements for appointment or examination.



**Office for People With
Developmental Disabilities**

Andrew M. Cuomo, Governor
Kerry A. Delaney, Acting Commissioner

July 27, 2016

Ms. Alicia Hover
215 S. Loder Avenue
Endicott, NY 13760

Dear Ms. Hover:

We are pleased to confirm your employment with **Broome DDSOO** and we look forward to working with you. We hope you will find your new job rewarding and enjoyable.

In an effort to make your initial processing with us easier, enclosed you will find forms and materials we will be reviewing with you for your position of **Direct Support Assistant Trainee**.

Please promptly report to the Human Resources Office for processing on the designated date and time below.

Processing Date: Monday, August 8, 2016

Time: 9:30 am

Location: Broome Developmental Center, 249 Glenwood Rd, Binghamton, NY

If you are a new state employee, a \$75 fingerprint processing fee will be automatically deducted from your first paycheck.

Please take some time to read the enclosed material. You should complete as much of it as you can before your processing date. We will assist you with all of these forms during processing. If you have any questions, or are uncertain about an item, leave it blank. You will be able to complete it with us.

Special Note: Do Not Sign the Retirement Registration Form RS 5420. This will be done during processing. You may, however, complete the rest of this Form as appropriate.

Division of Workforce and Talent Management

44 Holland Avenue, Albany, New York 12229-0001 | 866-946-9733 | www.opwdd.ny.gov

Buffalo/Rochester: 866-461-8934 | Albany/Syracuse/Tupper Lake: 315-366-2300 x 578

Binghamton/Poughkeepsie/White Plains: 807-240-4758 | New York City/Long Island: 718 217-5110

May 2015- WTM-15-007

exh. B

Please promptly report to the following location on your official start date:

Start Date: Thursday, August 18, 2016

Time: 7:45 am

Location: Broome Developmental Center

Your starting annual salary will be \$30,461. You will receive your first paycheck on Thursday, September 15, 2016.

As a **Direct Support Assistant Trainee**, your Civil Service jurisdictional class is competitive. You will be represented by the CSEA and your bargaining unit is institutional.

You are required to serve a 52-week probationary period which runs concurrent with your traineeship. Satisfactory completion of your traineeship depends upon your demonstrated competencies in the performance of required job tasks, compliance with attendance standards, and adherence to all employee responsibilities. Performance/time and attendance issues may result in your traineeship period being extended up to three (3) months. Failure to complete your traineeship will result in the termination of your employment.

If you have any questions please call me at (607) 240-4723.

Once again, congratulations on your new job with **Broome DDSOO**.

Sincerely,



Caroline Roseburgh
Administrative Assistant

Enclosure: Retirement Application

Trainee Agreement: Traineeship Council

DDSO P. J. Jones

OFFICE FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES DIRECT CARE TRAINEESHIP AGREEMENT	Trainee Name: <u>Alicia Hovick</u> Start Date: <u>8/18/16</u> Work Assignment: <u>Lincoln</u>
This agreement is to be given to the Trainee at the time of appointment	

On behalf of the Office of People with Developmental Disabilities, we welcome you to the Direct Care Traineeship Program. This is a variable-length program of classroom instruction, on-the-job training and performance evaluation which will prepare you to work in the direct care environment to which you've been hired. According to the rules of the New York State Department of Civil Service, you will be on probation for the entire duration of your traineeship and will receive written evaluations at regular intervals.

Your participation in this program will consist of a combination of formal classroom training, supervised on-the-job training, and competency-based performance ratings. This training follows an agency curriculum for your job class. Before you begin training, you should review your DDSO's program and understand the skills, knowledge, and abilities which you will be expected to demonstrate during the traineeship. Your performance will be evaluated against these criteria.

During your traineeship, your supervisor will be working closely with you to ensure that you are learning what is needed to contribute effectively to the care and treatment of persons with developmental disabilities. We expect you to be actively involved in your traineeship, to give us your best efforts and to ask questions when you are in doubt. In addition, a Traineeship Council at the DDSOO will review your performance and may periodically consult with you on your progress.

Your traineeship will conclude following successful demonstration of all required competencies and completion of all related traineeship requirements and satisfactory job performance (including time and attendance) at any time within the traineeship as follows:

- Twelve months** (for Trainees who complete all traineeship requirements with satisfactory training and job performance.)
- Fifteen months** (for Trainees who require additional time to master the more academic components of the traineeship)

NOTE: Termination of your employment may occur at any time after completion of eight weeks of service if performance is unsatisfactory.

exh. C

DIRECT CARE TRAINEESHIP AGREEMENT

Page 2

Trainee Name: Alicia Hover

I have read this document and agree to participate in this program:

Alicia Hover

Employee Signature

9/6/16

Date

I have discussed the duties of this position with the Trainee and have explained the content of the competency-based traineeship, the learning objectives, and the methods for assessing performance. I have also described how the Trainee will be involved in the DDSO training program, and how we will evaluate his/her performance.

Elisabeth Matay

Training Director Signature

9/16/16

Date

I have instructed the Trainee on the activities and duties to be performed under my supervision. I have read the Traineeship Outline, the learning objectives; and the methods of assessing performance. I have discussed my role in this program with the Trainee and have reviewed and discussed the evaluation forms which are part of this program.

Tim M. De

Supervisor Signature

9/12/16

Date

I have placed a copy of this traineeship agreement in the employee personnel file and will ensure that evaluations are completed in a timely manner and reviewed by the Council.

Frank R.

Director of Human Resources

9/16/16

Date

Hover, Alicia

Date: December 19, 2016

Alicia Hover	AHA First Aid	*Instructor-Led Classroom	Completed 09/15/2016
Alicia Hover	AHA Heartsaver CPR AED	*Instructor-Led Classroom	Completed 10/04/2016
Alicia Hover	AMAP - Approved Medication Administration Personnel Training	*Instructor-Led Classroom	Completed 08/30/2016
Alicia Hover	CPI Part 2: Preparation Guidelines For Food and Liquid Consistency	*Instructor-Led Classroom	Completed 09/09/2016
Alicia Hover	Communication	*Instructor-Led Classroom	Completed 08/31/2016
Alicia Hover	Community Inclusion	*Instructor-Led Classroom	Completed 08/31/2016
Alicia Hover	Computer Training	*Instructor-Led Classroom	Completed 10/14/2016
Alicia Hover	Dining Skills	*Instructor-Led Classroom	Completed 09/09/2016
Alicia Hover	Dual Diagnosis	*Instructor-Led Classroom	Completed 08/31/2016
Alicia Hover	Dysphagia Overview	*Instructor-Led Classroom	Completed 09/09/2016
Alicia Hover	EAP Overview	*Instructor-Led Classroom	Completed 08/19/2016
Alicia Hover	Emergency Procedures - Review	*Instructor-Led Classroom	Completed 10/19/2016
Alicia Hover	Equal Employment Opportunity: Rights and Responsibilities (2015)	*Online	Enrolled 09/20/2016
Alicia Hover	Equal Employment Opportunity: Rights and Responsibilities (2016)	*Online	Completed 10/14/2016

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Alicia Hover	Fire Safety Level 1 (OFPC)	*Instructor-Led Classroom	Completed 08/19/2016
Alicia Hover	Fire Safety Level 1 (OFPC)	*Instructor-Led Classroom	Enrolled 09/23/2016
Alicia Hover	Fire Safety and Emergency Evacuation (2016)	*Online	Completed 08/19/2016
Alicia Hover	Human Sexuality	*Instructor-Led Classroom	Completed 08/31/2016
Alicia Hover	Infection Control	*Instructor-Led Classroom	Completed 08/19/2016
Alicia Hover	Infection Control & Bloodborne Pathogens Refresher	*Online	Completed 08/19/2016
Alicia Hover	Information and Cyber Security Awareness (2016)	*Online	Completed 10/14/2016
Alicia Hover	Internal Controls (2016)	*Online	Completed 10/14/2016
Alicia Hover	Introduction to OPWDD	*Instructor-Led Classroom	Completed 08/18/2016
Alicia Hover	Introduction to Traineeship	*Instructor-Led Classroom	Completed 09/06/2016
Alicia Hover	Language Access (2015)	*Online	Completed 10/14/2016
Alicia Hover	Maintaining Good Health	*Instructor-Led Classroom	Completed 09/08/2016
Alicia Hover	Meal Management	*Instructor-Led Classroom	Completed 09/09/2016
Alicia Hover	Medicaid Compliance 2016	*Online	Completed 10/14/2016
Alicia Hover	NYS Right to Know (2016)	*Online	Completed 10/14/2016

Alicia Hover	Overview of Developmental Disabilities	*Instructor-Led Classroom	Completed 08/18/2016
Alicia Hover	Overview of the Service System	*Instructor-Led Classroom	Completed 09/15/2016
Alicia Hover	PRAISE - Promoting Relationships And Implementing Safe Environments	*Instructor-Led Classroom	Completed 08/18/2016
Alicia Hover	PROMOTE Level 1	*Instructor-Led Classroom	Completed 09/14/2016
Alicia Hover	PROMOTE Level 2	*Instructor-Led Classroom	Completed 10/18/2016
Alicia Hover	Personnel Policies	*Instructor-Led Classroom	Completed 08/18/2016
Alicia Hover	Pica	*Instructor-Led Classroom	Completed 08/18/2016
Alicia Hover	Portable Fire Extinguisher Video	*Instructor-Led Classroom	Completed 08/19/2016
Alicia Hover	Prevention of Choking and Aspiration	*Online	Completed 10/14/2016
Alicia Hover	Prevention of Workplace Violence (2016)	*Online	Completed 10/14/2016
Alicia Hover	Privacy and Security of Health Information (2016)	*Online	Completed 10/14/2016
Alicia Hover	SCIP-R Restrictive	*Instructor-Led Classroom	Completed 10/19/2016
Alicia Hover	Safe Handling & Movement	*Instructor-Led Classroom	Completed 09/06/2016
Alicia Hover	Sensitivity Awareness	*Instructor-Led Classroom	Completed 08/31/2016
Alicia Hover	Sexual Harassment in the Workplace (2016)	*Online	Completed 10/14/2016

Alicia Hover	TIMES Training	*Instructor-Led Classroom	Completed 10/14/2016
Alicia Hover	Tuberculosis Refresher	*Online	Completed 10/14/2016
Alicia Hover	Unions	*Instructor-Led Classroom	Completed 08/19/2016
Alicia Hover	Unions	*Instructor-Led Classroom	Completed 08/31/2016
Alicia Hover	Vehicle Safety	*Instructor-Led Classroom	Completed 09/06/2016
Alicia Hover	Welcome	*Instructor-Led Classroom	Completed 08/18/2016
Alicia Hover	Working Together in a Diverse Workforce	*Instructor-Led Classroom	Completed 08/19/2016
Alicia Hover	Workplace Violence Prevention and Domestic Violence and the Workplace	*Instructor-Led Classroom	Completed 08/19/2016

Information for Applicants Regarding Reasonable Accommodations

The Office for People with Developmental Disabilities (OPWDD) is committed to providing equal employment opportunity and equal access to services, programs, and activities for persons with disabilities. Reasonable accommodations will be made available to qualified persons with a disability to enable them to perform the essential functions of the positions for which they are applying.

Candidates with a disability must have the requisite job qualifications and be able to satisfactorily perform the essential functions of their job.

In all cases, the candidate must submit an application specifying the requested accommodation. In most cases, medical, psychological or other information from the appropriate qualified professional must also be provided whereby the disability, limitations and need for an accommodation is documented.

Candidates also may request a reasonable accommodation of religious observance and practice at any time. "Religious observance or practice" includes Sabbath or holy day observance, and the observance of a particular manner of dress, hairstyle, beard, or other religious practice, which is a sincerely held practice of the person's religion.

All requests are considered on a case-by-case basis after an interactive process with the applicant.

Requests for reasonable accommodations should be made to the NYS OPWDD Affirmative Action/Equal Opportunity (AAEO) Central Office at the contact information listed below. If the request is made to a supervisor, the supervisor will forward the request via email or fax it to the following: to NYS OPWDD Affirmative Action/Equal Opportunity Central Office at **Email** at the following address: Affirmative.Action@opwdd.ny.gov **Fax:** (518) 474-9902.

If you need to make a request, or would like additional information, please contact one of the following Affirmative Action Administrators/ADA Coordinators at the following:
<http://omrnet.omr.state.ny.us/entity.aspx?entityId=56151> or contact the NYS OPWDD Director of AA/EO at (518) 402-6381.

Exh. E



Office for People With Developmental Disabilities

INSTRUCTIONS FOR A REASONABLE ACCOMMODATION FOR A DISABILITY

Please find enclosed a Reasonable Accommodation packet which includes a:

- Reasonable Accommodation Fact Sheet
- Request for Reasonable Accommodation Application
- Request for Reasonable Accommodation Medical/Psychological Report

Please complete the Application and have the Medical/Psychological Report completed by your physician or an appropriate qualified professional. It is important that you discuss your job functions with this professional and ensure that the Medical/Psychological Report contains the requested information including:

- 1) A description of your disability;
- 2) The specific functional limitations imposed by that disability, if any;
- 3) The precise job limitations imposed by the disability, if any;
- 4) Whether you require an accommodation for the performance of your duties, the type of accommodation required, and why such accommodation is needed;
- 5) An estimate of the frequency it is anticipated that you will require such accommodation and why, and;
- 6) An estimate of the duration of time you will require the accommodation and why.

You must ensure that the Reasonable Accommodation Application and Medical/Psychological Report is complete. Incomplete information may delay the processing of your request. Feel free to contact the Affirmative Action Administrator at the number noted below if you have questions. Your completed Application and Medical/ Psychological Report should be returned to:

Director of Affirmative Action/Equal Opportunity
Workforce Talent Management Central Office
44 Holland Avenue
Albany, New York 12229-0001

Phone: (518) 402-6381

Fax: (518)-474-9902

Email: Affirmative.Action@opwdd.ny.gov

Phone: See ADA Coordinator/Affirmative Action Administrators

Contacts: <http://omrnet.omr.state.ny.us/entity.aspx?entityId=56151>



Office for People With Developmental Disabilities

Application #

Application to Request a Reasonable Accommodation of a Disability

Application for reasonable accommodation may be made to a supervisor or directly to the NYS OPWDD Affirmative Action/Equal Opportunity (AA/EO) Central Office at the contact information listed below. If the request is made to a supervisor, the supervisor will forward the request via email or fax it to the following: to NYS OPWDD Affirmative Action/Equal Opportunity Central Office at **Email:** Affirmative.Action@opwdd.ny.gov **Fax:** (518) 474-9902 or **Mailing Address:** Attn. Director of AA/EO, Office for People With Developmental Disabilities, 44 Holland Avenue, 5th Floor, Albany, NY 12229. **All confidential information received by OPWDD personnel pertaining to your request shall be handled as such.** All medical information is confidential and maintained separately from personnel records.

Section A

(To be completed by employee and returned to the Affirmative Action Administrator.)

Name	Civil Service Title	Job Title (If different)
Work Location:	Shift	Pass Days
Work Email:	Work Phone: ()	Home Phone No. ()
Home Address:	City, State, Zip Code:	Cell Phone No. ()
Supervisor's Name:	Phone No.: ()	
Team Leader/Dept. Head/Manager Name:		Phone No.: ()

I am requesting the following reasonable accommodation(s):

It is necessary for me to have this accommodation for the following reason(s): (See attached Medical Form)

Preferred method of communication	Email <input type="checkbox"/>	Phone <input type="checkbox"/>
Employee Signature	Date: <input type="checkbox"/>	
Received by Affirmative Action Administrator Signature:	Date:	

***Please retain a copy of this form. The original is filed at the Central office.
Please submit with OPWDD Reasonable Accommodation Medical form.***

www.opwdd.ny.gov



Phone: 866-946-9733

NYS Office For People With Developmental Disabilities

Putting People First



Employee Handbook

08/06/2014

Andrew M. Cuomo, Governor



Louie A. Kelley, Acting Commissioner

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discrimination, testified, participated or assisted in any discrimination investigation or enforcement proceeding or hearing. Retaliation is prohibited even when the complainant's allegations are not substantiated where the complainant had a reasonable belief that the allegations may be accurate. Retaliation is a serious violation of applicable laws and OPWDD policy and as such may be cause for disciplinary action.

The adherence to the law applies to all terms, conditions and privileges of employment, employment policies, practices and actions, including but not limited to: recruitment; hiring; training; compensation; promotion; disciplinary actions; demotion; termination; and all employee benefits.

5.4...DISCRIMINATION

In accordance with Title VII of the Civil Rights Act of 1964, as amended, the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, as amended, Title I of the Americans with Disabilities Act of 1990, as amended, the New York State Human Rights Law, 9 NYCRR §466.11 Provision of "Reasonable Accommodation" by Employers", the Uniformed Services Employment and Reemployment Rights Act of 1994, the Genetic Information Non-Discrimination Act of 2008, and the Gender Identity New York Executive Order No. 33 of 12/16/2009, and all other applicable Executive Orders, OPWDD prohibits discrimination against any person because of age, race, creed, religion, color, national origin, sexual orientation, military status, sex (including but not limited to sexual harassment, "sex plus", and pregnancy), disability, genetic information, predisposing genetic characteristics, gender identity, marital status or domestic violence victim status, and any other characteristics protected by law, as well as retaliation for opposing unlawful discriminatory practices.

OPWDD does not tolerate unlawful discrimination. Any employee who feels that he/she has been subjected to discrimination in employment because of age, race, creed, color, national origin, sexual orientation, military status, sex, disability, predisposing genetic characteristics, carrier status or marital status, or subjected to sexual harassment in the workplace, may file a complaint or direct inquiries to the Office of Diversity Management through your Affirmative Action Administrator for your work location.

5.5...REASONABLE ACCOMMODATION

- It is the policy of OPWDD, in conformance with the State of New York's Reasonable Accommodation Policy, the New York State Human Rights Law, New York Civil Rights Law, Executive Order No. 6, and pursuant to the American with Disabilities Act of 1990, to provide reasonable accommodations to persons with disabilities who are otherwise qualified to perform the essential functions of the position they are applying for or currently hold, with or without an accommodation.

- It is further the policy of OPWDD in conformance with Title VII of the Civil Rights Act as amended and the New York Human Rights Law Section 10 to accommodate sincerely held religious practices that would not cause an undue hardship on the conduct of the agency's business.

Employees and applicants seeking reasonable accommodation information should contact the Affirmative Action Administrator for your work location.

5.6...SEXUAL HARRASSMENT

In accordance with all applicable Executive Orders, Title VII of the Civil Rights Act of 1964 and the New York Human Rights Law, OPWDD prohibits sexual harassment in the workplace.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other unwelcome physical, verbal and nonverbal actions of a sexual nature which conduct is made a term of employment or the basis for employment decisions, including but not limited to, hiring, promotion, transfer or termination, interferes with an employee's work performance or creates an intimidating, hostile or offensive work environment or adversely affects the work place. Examples of sexual harassment included:

- Jokes, stories, graphic or written materials of a sexual nature;
- Leering, whistling, unnecessary physical contact;
- Comments about a person's body or clothing;
- Unwelcome advances or flirtation; and
- Requests for sexual favors.

While such acts may not be pervasive or blatant enough to rise to sexual harassment as defined above, any such willful and unwelcomed act, which causes another to be uncomfortable, may constitute misconduct and is a violation of OPWDD's policy. A copy of this policy is available to all employees through the intranet at:
<http://omrnet.omr.state.ny.us/entity.aspx?entityId=35510>.

OPWDD employees have the right to file a complaint. All allegations of sexual harassment will be thoroughly investigated. An employee bringing a sexual harassment complaint or assisting in the investigation of such a complaint will not be adversely affected in terms and conditions of employment or subjected to any retaliation. Complaints or inquiries regarding sexual harassment may be directed to Office of Diversity Management by contacting the Affirmative Action Administrator for your work location.

You may also present allegations of sexual harassment directly to the NYS Division of Human Rights or the United States Equal Employment Opportunity Commission.

All supervisors are responsible for making employees aware of OPWDD's policy regarding sexual harassment prevention.

Office For People With Developmental Disabilities (OPWDD) POLICY AND PROCEDURE	Date Issued: May 21, 2013
	Subject: ANTI-DISCRIMINATION
<u>Applicability:</u> Statewide	Policy: ANTI-DISCRIMINATION
	Pages: 3

POLICY:

In accordance with Title VII of the Civil Rights Act of 1964, as amended, The Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, as amended, Title I of the Americans with Disabilities Act of 1990, as amended, the New York State Human Rights Law, 9 NYCRR §466.11 Provision of "Reasonable Accommodation" by Employers", the Uniformed Services Employment and Reemployment Rights Act of 1994, the Genetic Information Non-Discrimination Act of 2008, and the Gender Identity New York Executive Order No. 33, and all other applicable Executive Orders, OPWDD prohibits discrimination against any person because of age, race, creed, religion, color, national origin, sexual orientation, military status, sex (including but not limited to sexual harassment, "sex plus", and pregnancy), disability, genetic information, predisposing genetic characteristics, gender identity, marital status or domestic violence victim status, and any other characteristics protected by law, as well as retaliation for opposing unlawful discriminatory practices.

This Policy applies to all job applicants and employees and prohibits discrimination and retaliation as defined below. Its prohibition against discrimination applies to all types of work situations including hiring, firing, promotions, harassment, training, wages and benefits, whether engaged in by fellow employees, supervisors, or managers. OPWDD does not tolerate discrimination or retaliation for opposing unlawful discriminatory practices. Violations of this Policy may result in disciplinary action.

The OPWDD Office of Diversity Management is responsible for implementing this Policy, and for the investigation and resolution of all complaints of discrimination and retaliation.

DEFINITIONS:

Discrimination is defined as:

- Unfair treatment because of membership in a protected class listed above; and/or
- Harassment by managers, co-workers, or others in the workplace, because of age, race, creed, religion, color, national origin, sexual orientation, military status, sex (including but not limited to sexual harassment, "sex plus", and pregnancy), disability, genetic information, predisposing genetic characteristics, gender identity, marital status or domestic violence victim status, and any other characteristics protected by law. Harassment, defined below, often involves the use of slurs that make reference to a protected class, epithets, insults, innuendos or derogatory comments; and/or

- Unlawful denial of a reasonable workplace accommodation that the applicant or employee needs because of religious beliefs or disability; and/or
- Retaliation because the employee complained about job discrimination, or assisted with a job discrimination investigation, claim or lawsuit.

Harassment is a type of discrimination defined as: verbal, physical or work related conduct that denigrates or shows hostility or aversion toward an individual because of his/her membership in a protected class listed above. Prohibited harassment has: (1) the purpose or effect of creating an intimidating, hostile or offensive work environment; or (2) the purpose or effect of unreasonably interfering with an individual's or group's work performance; and/or (3) otherwise adversely affects an individual's employment opportunities or terms of employment. For purposes of this Policy, such conduct includes single and/or multiple acts.

Harassing conduct includes, but is not limited to: slurs, epithets, insults, derogatory comments, innuendos or negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes and displays or circulation of such in the work environment; circulation of written (including e-mail) or graphic material that denigrates or shows hostility or aversion toward an individual's or group's protected class characteristic(s); and/or adverse, retaliatory actions, comments or behaviors towards those opposing discriminatory practices.

Sexual Harassment is a type of sexual discrimination defined as: unwelcome sexual advances, requests for sexual favors and other unwelcome physical, verbal and nonverbal actions of a sexual nature which conduct is made a term of employment or the basis for employment decisions, including but not limited to, hiring, promotion, transfer or termination, interferes with an employee's work performance or creates an intimidating, hostile or offensive work environment or adversely affects the workplace. Examples of sexual harassment include:

- Jokes, stories, graphic or written materials of a sexual nature;
- Leering, whistling, unnecessary physical contact;
- Comments about a person's body or clothing;
- Unwelcome advances or flirtation; and
- Requests for sexual favors.

While such acts may not be pervasive or blatant enough to rise to sexual harassment as defined above, any such willful and unwelcomed act which causes another to be uncomfortable may constitute misconduct and is a violation of OPWDD's policy.

Retaliation: OPWDD prohibits retaliation against any individual who has opposed any practices prohibited by this Policy or because he or she has filed a complaint or reported acts of discrimination, testified, participated or assisted in any discrimination investigation or enforcement proceeding or hearing. Retaliation is prohibited even when the complainant's allegations are not substantiated where the complainant had a reasonable belief that the allegations may be accurate. Retaliation is a serious violation of applicable laws and OPWDD policy and as such may be cause for disciplinary action.

COMPLAINT PROCEDURES

OPWDD Affirmative Action Administrators (AAA) are responsible for investigating complaints and reports of violations of this Policy in accordance with procedures established by the Governor's

Office of Employee Relations, Workforce Development Unit. Provided is the name and contact for the AAA assigned to your workplace.

How to File a Complaint

Any employee who has been subjected to, or has witnessed a violation of this Policy, should immediately report that violation to the AAA assigned to that office or to his or her supervisor. Complaints are not required to be in writing however, it is strongly recommended that you complete the **Discrimination Complaint Form** and submit it to the AAA.

Supervisors Who Receive Reports or Complaints

Supervisors and management are expected to ensure that employees adhere to this Policy. Any supervisor who receives a report or complaint of alleged violations, whether verbal or written shall immediately report the same to the AAA and not attempt to resolve the matter on his/her own. The supervisor shall provide the AAA with a statement providing all of the circumstances surrounding the complaint, including a detailed report using exact quotations where possible, the date, time, place and manner in which the complaint was received, and the names and titles of any witnesses who were present.

Investigation

All discrimination complaints and reports must be investigated regardless of the wishes of the complainant. All complaints will be promptly, thoroughly and fairly investigated by the AAA. The investigation may include as necessary, document review, witness interviews, and the interrogation of the alleged violator(s).

Confidentiality

AAAs will make every attempt, to the extent possible, to maintain the confidentiality of investigations. Investigation reports shall be kept confidential with the exception of the final determination, which will be shared with all parties. Supervisors and management having knowledge of investigations or written findings are also expected to maintain confidentiality.

Determination

All parties will be informed of the final determination, as whether a violation of this policy is founded or unfounded. If discipline or other action is recommended, such recommendations will be communicated by the AAA to the appropriate Office of Human Resources Management for administrative action in accordance with the terms of the applicable collective bargaining agreement or Civil Service Law.

COMMITMENT TO EQUAL OPPORTUNITY

OPWDD will ensure equal opportunity for all employees and foster an atmosphere of nondiscrimination against its employees. All employees will participate in annual anti-discrimination training.

COMPLAINT ALTERNATIVES

Employees and job applicants are advised that a complaint of employment discrimination may also be made to the New York State Division of Human Rights (DHR) and/or the U.S. Equal Employment Opportunity Commission (EEOC). Complainants may also commence private lawsuits under certain circumstances.

OPWDD: Putting People First



NYS Office for People with Developmental Disabilities

On-the-Job Orientation Checklist

The purpose of this Checklist is to provide supervisors with a tool to track a new employee's orientation to the workplace. It is an integral part of the statewide OPWDD New Employee Orientation program. It is NOT intended to replace any competency-based training that is required for Direct Support Assistant Trainees (DSATs) or Developmental Disabilities Secure Care Treatment Aide Trainees (DDSCCTATs). The items on this Checklist should be completed by the supervisor, or designee and the employee during the five days scheduled for on-the-job training during the employee's traineeship. This checklist is applicable to employees in direct care titles such as Direct Support Assistant, Developmental Disabilities Secure Care Treatment Aide and LFN. Each item in the checklist must be completed. The person completing each topic should include their job title and sign and date when each topic is completed. If there are comments about a topic, check the COMMENTS box and use the space provided at the end of the checklist. The checklist must be signed by the employee and supervisor, and maintained at the workplace in the employee's file.

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OPWDD: Putting People First

Employee Name:

ALICIA HOVER

Job Title:

DSAT

Date Hired:

8/18/16

Work Location:

LINCOLN

Supervisor:

Introduction to team members	Supervisor	<u>7/11/16</u>	<u>9/12/16</u>	
Introduction to individuals at site	Supervisor			
Tour of facilities	Supervisor			
Location of phones and numbers	Supervisor			
Schedule Working hours	Supervisor			
Sign in/out procedures	Supervisor			
TDMS (if applicable)	Supervisor			
Overline	Supervisor			
Requests for time off duty	Supervisor			
Procedures for calling in	Supervisor			
Paycheck procedure	Supervisor			
Promptness	Supervisor			
Time accounts	Supervisor			

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RACE/Evacuation plan	Supervisor	✓	9/5/16	
Site specific plan of protective oversight	Supervisor			
Fire drill procedures	Supervisor			
Alarm systems	Supervisor			
Location of equipment (extinguishers, masks)	Supervisor			
Site security system (if applicable)	Supervisor			
Personal Protection Equipment/first aid material location	Supervisor			
Right to know (Safety Data Sheets Book)	Supervisor			
Smoking and lighter policies	Supervisor			
Keys	Supervisor			
Personal property	Supervisor			
Visitors and volunteers	Supervisor			
Vehicle security	Supervisor			
Cash, Debit/Credit Cards	Supervisor			
Bed rail safety (if applicable)	Supervisor			
Water temperature	Supervisor			

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Worksite				
Confidentiality/IRB/AA	Supervisor	1/28/2015	9/5/11	
Supplies and files	Supervisor			
Policy and procedure manual	Supervisor			
Organizational structure of work location				
Contact Numbers	Supervisor			
Telephone use and courtesy	Supervisor			
Personnel				
Line positions, special needs	Supervisor			
Supervision levels	Supervisor			
Protective Oversight Plans	Supervisor			
Anyones with PECA	Supervisor			
Use of adaptive equipment	Supervisor			
FRANS (Follow-up)	Supervisor			
Behavior Support plans	Supervisor			
Progress or Observation Notes	Supervisor			
Behavioral Rehabilitation Plans	Supervisor			
CAMP	Supervisor			

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Incident/abuse policy		Supervisor	7/11/14	7/11/14	
Reporting forms		Supervisor			
Notification names and numbers		Supervisor			
Agency responsible log		Supervisor			
Personal allowances/MMA/FFP		Supervisor			
Site budget, Petty cash		Supervisor			
Equipment inventories		Supervisor			
Meal plans/diet		Supervisor			
Charitable contributions		Supervisor			
Portion control		Supervisor			
Pricing		Supervisor			
Menu planning/shopping		Supervisor			
Family style dining		Supervisor			
Food Allergies		Supervisor			
Primary relationships/guardians (where to find information)		Supervisor			
Frequency/level of involvement		Supervisor			
Social relationships		Supervisor			

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Hand Injury Protocol	Supervisor			
Acute Care Monitoring chart	Supervisor			
Seizure chart	Supervisor			
Bowel chart	Supervisor			
Body check form	Supervisor			
Weight chart	Supervisor			
Vital signs equipment chart	Supervisor			
Ready to go packets	Supervisor			
Plans on call	Supervisor			
Allergies	Supervisor			
DNR	Supervisor			
Relationship to neighbors, businesses, churches	Supervisor	11/26/13	11/27/14	
Community centers, pools, senior centers	Supervisor			
Where to obtain information	Supervisor			
Review of recreational needs/interests	Supervisor			
Available options	Supervisor			
Transportation	Supervisor			
Fishing, swimming, boating policy	Supervisor			
Vacations	Supervisor			
Travel authorization	Supervisor			

26th to complete

OPWDD: Putting People First

Van operation	Supervisor	✓	9/7/14	
Wheelchair movement (if applicable)	Supervisor	✓		
Lifts (if applicable)	Supervisor	✓		
Seatbelts	Supervisor	✓		
No Smoking in vehicles	Supervisor	✓		
Special transportation needs	Supervisor	✓		
OGS/mileage sheets	Supervisor	✓		
Vehicle maintenance	Supervisor	✓		
Disabled vehicles	Supervisor	✓		
Accident Reports	Supervisor	✓		
Charge card use	Supervisor	✓		
Cleanliness	Supervisor	✓		
First aid kit	Supervisor	✓		
Seatbelt cutter	Supervisor	✓		
Fueling procedures	Supervisor	✓		
Making beds	Supervisor	✓	9/7/14	
Laundry	Supervisor	✓		
Sweeping/flushing	Supervisor	✓		
Inventories	Supervisor	✓		
Minor repairs	Supervisor	✓		
Work orders	Supervisor	✓		

Page 11/11

1/1

11-15-2016

10:28:18 p.m.

OPWOD: Putting People First

Comments

All items on this checklist applicable to the worksite have been completed:

Employee Signature:

Alicia Davis

Date:

11/15/16

Supervisor Signature:

Theresa M3

Date:

9/1/16

Work Location:

Lincoln St.

From 687-277-4243

NO. 15-2815 04132

Page 0 of 0

2/12/16

From: fuller, billie jo (OPWDD)
Sent: Monday, September 26, 2016 4:28 PM
To: Marcy, Mary (OPWDD); Strapach, JoAnn (OPWDD)
Subject: Alicia Hover

Follow Up Flag: Follow up
Flag Status: Flagged

I have many concerns when it comes to Alicia. She does not take initiative to assist with any total care it takes extreme amounts of encouragement and consistently repeating yourself to get here to even enter a room at bedcheck time or bathing time. When she was asked by staff this past weekend to do a shower she told staff that she had been told not to do any care. She will do whatever she can to avoid interacting with the individuals and or address them. When she does she needs to address them in a more confident and adult like tone. I was informed by Michelle Radar that she failed her med test for the second time and needs to retake. I usually feel with a little help and guidance any one can make it but I have serious doubts when it comes to her

BillieJo Fuller
DA1 Lincoln Street

¹
exh I

DSP Initial Performance Evaluation - Core Competencies



Office for People With Developmental Disabilities

Employee Name: Hover, Alicia		Employee Title: Direct Support Assistant Trainee	
Agency Name: Broome DDSOO	X	FT	PT
			Other
Work Location: W. Lincoln Street IRA		Date of Hire: August 18, 2016	
Rating Period: First Quarter (First two months) 8/18/16 - 10/18/16		Date Appointed to Current Position: August 18, 2016	
Name and Title of Person Completing Form: Mary Marcy DA3		Date Completed: October 6, 2016	

Revised 2-26-15

Exh J

DSP Initial Performance Evaluation - Core Competencies

How to Use This Evaluation Tool:

This performance evaluation tool is intended to be used to provide instructional feedback to direct support employees on their performance during their first 3 months of employment related to the core competencies for direct support professionals. Individuals completing this tool should spend a reasonable portion of their time directly observing the DSP and the competencies being rated. Ratings should not be based on a single episode of an activity nor a single observation of an activity. This means that a direct supervisor or mentor would be the most likely person to complete the evaluation in a fair and accurate way. In addition, this tool can also be used by direct support employees to assess their own performance related to the core competencies for direct support professionals during their first 3 months of employment. Self assessment is considered a professional development activity in that it allows the DSP time to consider and reflect on his/her own strengths and weaknesses. Through honest consideration of one's own strengths and weaknesses, it is intended that the DSP could have recommendations for training or other methods for improving his/her skills. The self-assessment can also help the DSP to see how his/her own self-view may differ from those around him/her, and in doing so, help the DSP to become more **Ratings:** The skills listed in this document should be demonstrated by the employee, at the level of "Meets the Skill Standard", by the end of the first year for a full time employee. A longer, pro-rated time period may be used for a part time or floating employee. It is important to place an "x" in the rating box. Please do not use a check mark or other symbol. There are 4 categories of ratings: "Meets the Skill Standard", "Making Progress", "Does Not Meet the Skill Standard", and "Not Applicable". The tasks included under each Skill are provided as examples and the DSP does not need to demonstrate all tasks in order to meet the skill standard.

Meets the Skill Standard: This rating indicates that the DSP routinely demonstrates competence in the skill described in the skill section of the core competencies. It also indicates the skill observed has been routinely performed at the level of the standard.

Making Progress: This rating indicates that the DSP has not yet achieved the level of competence required in the standard expressed in the competencies, or is inconsistently demonstrating the skill level required. It indicates that the observer believes the DSP will meet the standard given a more practice and/or instruction.

Does Not Meet the Skill Standard: This rating indicates that the level of competence in the standard is not being met routinely, and in the observers opinion, little or no progress toward meeting the skill standard has been made to date.

Not Applicable: This rating indicates that the DSP has not had an opportunity to be shown, to practice or to demonstrate competence in the particular skill. The reasons for this may be that there is no person being served who needs the skill in question, or the agency does not require the particular skill. If an "N/A" is awarded, the reason for it must be documented in the comments section for that competency area. Note: Areas with grayed out cells can not be awarded a rating of "N/A" as they are considered fundamental skills that all DSPs must master.

Date of Hire: Agencies can determine whether to include employee's date of hire by the agency or the date that the employee was appointed to their current position.

Comments: This section is optional if the employee "Meets Standard". However, if the employee is "Making Progress" or "Does Not Meet" Standard, then the supervisor is required to include comments. In addition, supervisors must include comments if a blacked out "Not Applicable" box has been checked. To edit the comments section please double click in the comments section. If more space is needed for comments, then supervisors can manually expand the row height.

Example Tasks: Example Tasks have been provided for each skill area. They are designated as "a", "b", "c", etc.

Supervisor Summary Sheet: A numerical value will automatically appear in each appropriately marked box on the "Supervisor Summary" tab, that corresponds to the rating made in the evaluation standards sections. A number value will appear in the "Supervisor Summary" tab for each skill. In addition, averages will be calculated for each Goal and Competency Area. A total average score will be calculated at the end of the "Supervisor Summary" sheet. "Meets the Skill Standard" will receive a score of 1. "Making Progress" will receive a score of 0.5. "Does Not Meet the Skill Standard" will receive a score of 0. "Not Applicable" will not be included in the calculation of the average score. This summary sheet is intended for the supervisor. Supervisors can determine whether or not to share the summary sheet with staff. The employee will receive a rating category on the "Narrative Summary", but the supervisor can decide whether or not to share the specific numerical ratings with their staff.

Delivering the Performance Evaluation: It is common practice to complete the rating form over a period of time prior to the face to face meeting with the employee. Allow discussion and questions during the review. The employee should be given a copy of the evaluation. The employee's signature on the final page of this document is in no way an indication of the employee's agreement with the assessment but rather it indicates that he/she has reviewed the document with his/her supervisor. To print all of the sections of this document, select the "Entire workbook" setting on the print options menu under the "Print what" section.

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Employee Name: Hover, Alicia

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 1: Putting People First				
Competency Area A:				
Supporting a person's unique capacities, personality and potential				
Skill 1: Demonstrates respect for all individuals being supported		X		
a. Communicates directly with individuals				
b. Begins to use person-first language when communicating about the individual				
c. Uses body language and eye contact to show attention to others comments				
d. Monitors own tone of voice and volume when providing instruction and direction to individuals				
e. Assists individuals to dress and groom in a way that demonstrates his/her self-respect and dignity to others in the community				
Skill 2: Demonstrates support for individual choice-making in order to enhance confidence and assertiveness			X	
a. Supports choices made by the individual while taking into account health and safety concerns				
b. Demonstrates the use of positive feedback				
Comments: Important to use "adult" language and tone of voice.				
Competency Area B:				
Getting to know the person through assessment/discovery				
Skill 1: Evaluates the ways in which past and current events, and environmental factors effect the way the person acts/reacts to others			X	
a. Reviews files and relevant information				
Skill 2: Using a holistic approach, participates in the individual's life planning activities and assists in their implementation				
a. Implements goals as written to achieve desired outcomes				X
Comments: It is taking Alicia quite a while to get to know the residents.				
Competency Area C:				
Promoting Advocacy with the individual				
Skill 1: Seeks information on the range of services available to individuals with developmental disabilities				X
a. Can describe the basic structure of the services available for people with developmental disabilities, to meet the individual's needs and desires, and is able to advocate for additional services, as needs arise				
b. Is able to describe, in general terms, categories of services available				
Skill 2: Provides opportunities for the individual to be a self-advocate				
a. Encourages and assists the individual to express on his/her own behalf				

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Employee Name: Hover, Alicia

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 1: Putting People First				
Skill 3: Performs advocate responsibilities while demonstrating respect for the processes and people involved.				
a. Can identify who to contact when advocacy questions arise				
Skill 4: Describes and supports individuals' rights and responsibilities				
a. is able to describe the individual's rights to due process through the agency's human rights committee				
Comments:				
Competency Area D: Facilitating personal growth and development				
Skill 1: Demonstrates the ability to effectively teach skills to people supported			x	
a. Demonstrates the ability to follow a plan for successful teaching				
Comments: Alicia is still learning the plans and individuals at this time.				
Competency Area E: Facilitation of Services				
Skill 1: Assists in the development, implementation and on-going evaluation of service plans that are based on the individual's preferences, needs and interests			x	
a. is able to implement service plans, as written				
Skill 2: Continuously shares observations, insights, and recommendations with the individual and his/her support team			x	
a. Shares information in an organized, timely and sensitive manner				
b. Shares direct input from the individual and his/her support team members				
Comments: Alicia is learning plans at this time				

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Employee Name: Hover, Alicia

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 2: Building and Maintaining Positive Relationships				
Competency Area F:				
Building and Maintaining Relationships				
Skill 1: Supports individuals to overcome barriers and challenges to establishing and maintaining a network of relationships and valued social roles		X		
a. Encourages the use of social skills to develop and maintain positive relationships				
b. Follows the sexual consent status and values of the individual being supported				
Skill 2: Demonstrates the ability to identify the individual's personal strengths, interests and needed supports for community involvement				X
a. Supports the person in exploring and practicing faith, religion, spiritual and cultural interests without personal bias				
Skill 3: Demonstrates strategies to encourage and build the individual's self-confidence				
a. Assists the individual to recognize and take pride in his/her abilities and achievements				
Comments: working on developing relationships				
Competency Area G:				
Creating Meaningful Communication				
Skill 1: Uses a range of effective communication strategies and skills to establish a collaborative relationship with the person served.			X	
a. Uses a polite tone of voice				
b. Encourages the person to express him/herself				
c. Recognizes and respects individual's need for periods of quiet, non-communication time				
d. Speaks, models, signs, shows pictures and objects or uses adaptive equipment in ways that the person understands, according to their plan				
Skill 2: The DSP modifies his/her own communication to ensure understanding and respect			X	
a. Includes the individual in the conversation, by speaking with the individual, not about the individual				
b. Avoids making assumptions about an individual's cognitive abilities based on his/her communication abilities				
Skill 3: Develops trust by communicating empathetically			X	
a. Demonstrates caring through body language, tone, and providing adequate time for communication				
b. Demonstrates active listening by repeating words or gestures, asking questions, and validating feelings				
Skill 4: Recognizes the impact of the possible discrepancies between the individual's chronological age and developmental age when communicating			X	
a. Uses communication techniques appropriate to the individual's ability to comprehend				
b. Speaks in a manner that shows respect				

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Employee Name: Hover, Alicia

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 2: Building and Maintaining Positive Relationships Comments: In this area Alicia needs to work on using proper tone, often way to soft making it difficult to hear. Needs to use a more positive aproach and take direction from senior staff to better understand the individuals preferences and plans.				

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Employee Name: Hover, Alicia

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 3: Demonstrating Professionalism				
Competency Area 1: Developing Professional Relationships				
Skill 1: Demonstrates respect in all professional relationships	X			
a. Respects friends and family members through his/her actions and words				
b. Actively listens to and takes actions related to expressed concerns and passes information along to appropriate personnel members				
c. Demonstrates tolerance and acceptance with others				
d. Develops positive and productive relationships with his/her coworkers, supervisor, and other colleagues				
Comments: Alicia is very respectful				
Competency Area 2: Exhibiting Professional Behavior				
Skill 1: Demonstrates the following desirable professional qualities in the work site: professional demeanor, attention to punctuality and attendance policies, reliability, flexibility and pleasantness		X		
a. Demonstrates courtesy to others and contributes to a positive team atmosphere				
b. Complies with agency regulations and policies related to dress, confidentiality, professional appearance and use of electronic devices				
c. Arrives at work on time, limits use of unscheduled absences, accurately signs in and out, etc				
d. Continuously engages in productive activity while at work				
e. Is open to doing things in a variety of ways				
f. Serves as a positive role model and team member				
g. Respects personal and professional boundaries				
Comments: Alicia's attendance is good, very punctual. Needs to work on team work and her relationships with co workers. Staff report giving directions that are not followed and staff need to follow up to assure tasks are completed that are assigned to Alicia.				
Competency Area 3: Showing Respect for Diversity and Inclusion				
Skill 1: Demonstrates respect in all matters relating to diversity and inclusion		X		
a. Shows respect for others' values without imposing their own				
b. Demonstrates a willingness to accept and respect all components of human diversity				
Skill 2: Demonstrates the awareness, attitude, knowledge and skills (i.e. cultural competence) required to provide effective support to those we serve from any particular ethnic, racial sexual orientation, religion, gender, socio-economic, age or disability group, as well as any other component diversity groups				
a. Can discuss the concepts of fairness and respect, and the impact that discrimination, based on disability, race, gender, religion, etc., has on people			X	
b. When the DSP recognizes that an individual is being discriminated against, he/she is able to serve as an ally to the individual by intervening to stop the inappropriate comments/actions against the individual				

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Employee Name: Hover, Alicia

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 3: Demonstrating Professionalism				
c. When a DSP recognizes that an individual is being discriminated against, he/she reports it according to agency procedures				
Comments: Learning skill #2				
Competency Area K: Creating Meaningful Documentation Records				
Skill 1: Maintains accurate records by collecting, compiling, evaluating data and submitting it in a timely manner, to the appropriate sources		x		
a. Notes are recorded in the proper place and in the proper format				
b. Notes are signed and dated, according to agency policy				
c. Documentation is thorough, including data where required, baseline information, etc.				
d. Documentation is done on time, according to agency policy				
e. Maintains standards of confidentiality and ethical practice				
Comments:				
Competency Area L: Education, Training and Self-Development Activities				
Skill 1: Demonstrates enthusiasm for learning the knowledge and skills required to perform the job			x	
a. Attends, actively participates in and successfully completes all required training sessions				
b. Asks mentors and supervisors to share best practices				
Skill 2: Readily seeks and accepts feedback to improve performance		x		
a. Is open and accepting to receiving developmental feedback				
Skill 3: Applies knowledge and skills gained to the job			x	
a. Discusses application of skills with supervisor/mentor prior to use				
Comments: Alicia is having difficulties learning the tasks and performing assigned tasks. She required a lot of support from her co workers.				
Competency Area M: Organizational Participation				
Skill 1: Adheres to and promotes the mission, culture and practices of the organization	x			
a. Is able to articulate the agency mission and culture in his/her own words and describe how his/her job and every day activities help support the agency mission				
Skill 2: Participates in the work of the organization in a positive way by using problem-solving skills				x

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Employee Name: Hover, Alicia

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 3: Demonstrating Professionalism				
a. Participates in the identification of problems				
Skill 3: Adheres to corporate compliance policies and procedures				
a. Successfully completes training on corporate compliance topics			X	
b. Can access the organizations corporate compliance procedures documents				
c. Follows the organizations corporate compliance procedures				
d. Recognizes and reports fraudulent behaviors				
Comments:				
Competency Area N:				
Exhibiting Ethical Behavior on the Job				
Skill 1: Follows the NADSP Code of Ethics				
a. Can access and discuss the 8 aspects NADSP Code of Ethics:		X		
<ul style="list-style-type: none"> • Primary allegiance is to the person receiving support • Supports the physical, emotional and personal well-being of the person receiving services • Shows integrity and responsibility by assisting people to live self-directed lives while, fostering a sense of partnership with the person supported • Respects and safeguards the confidentiality and privacy of the people served • Promotes and practices justice, fairness and equity for people served while affirming human and civil rights and responsibilities • Shows respect for the uniqueness of each person served and value for the persons unique qualities • Assists people served to develop and maintain meaningful relationships with other people • Support the persons served to direct the course of their own lives • Advocates for the people supported for justice, inclusion and full community participation 				
b. Seeks out clarification when not sure about issues around ethics				
c. Begins to put the NADSP Code of Ethics Into Practice				
Comments: Learning at this point				

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Employee Name: Hover, Alicia

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 4: Supporting Good Health				
Competency Area D:				
Promoting positive behavior and supports				
Skill 1: Demonstrates team work with the individual, co-workers and family in implementing positive behavioral support strategies, consistent with available behavior support plans.		X		
a. Accepts and uses feedback to implement positive behavior supports				
Skill 2: Demonstrates effective methods to teach positive behaviors and support existing positive behaviors			X	
a. Encourages and recognizes positive behaviors by using praise and various reinforcers effectively				
b. Is a role model for positive behavior				
Skill 3: Assess strategies to evaluate how environmental factors effect behavior			X	
a. Can articulate ways in which environmental factors can have an impact on behavior				
Comments:				
Competency Area P:				
Supporting Health and Wellness (Note: The responsibility of the DSP will vary depending on the type of service arrangement, such as certified vs. uncertified settings; agency vs. self-directed services, etc.)				
Skill 1: Demonstrates and assists in nutritious meal planning and food preparation, storage and handling procedures	X			
a. Teaches dining skills according to the individual's needs				
b. Assists individuals to use clean, healthy practices when preparing meals				
c. Adheres to allergy alerts, texture, portion size, and other alerts related to the special requirements of the individual				
Skill 2: Demonstrates knowledge and understanding of an individual's medical, physical, psychological and dental health care needs				X
a. Can discuss the health care information needed to support that person				
b. Reviews the person's health care plan to gain a better understanding of the individual's health care needs				
c. Can describe certain changes in behavior that could be a sign of a possible health-related concern				
d. Assists the individual, as needed, to attend all appointments				
e. Can safely use adaptive equipment				
f. Assists the individual to use and maintain adaptive equipment				
Skill 3: Demonstrates knowledge of, and uses, accepted measures to prevent illness and disease, and teaches prevention methods to the individual (Note: This section may not apply in uncertified settings)				X
a. Communicates observed health care needs to the necessary support network				
b. Can list the medications and treatments prescribed for the individual				
c. Monitors and reports any adverse side effects of medication or treatments provided				
d. Assists, as needed, in oral hygiene and personal care				

DSP Initial Performance Evaluation - Core Competencies

Employee Name: Hover, Alicia

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 4: Supporting Good Health				
e. Successfully achieves medication Administration Certification, if required by the individual, support setting of agency policy				
f. If Medication Administration Certified, the DSP assures that medications are accurately administered and recorded in keeping with agency policy and professional performance standards				
g. Can discuss ways in which healthy personal care and hygiene practices prevent illness (e.g. daily dental care can prevent gingivitis and lessen the risk of heart complications in those with cardiac disease; clean and moisturized skin can lessen the risk of developing staph infections, etc.)				
Skill 4: Recognizes and responds in a timely manner to signs and symptoms of illness/injury and medical emergencies				X
a. Is able to identify when an individual is experiencing an illness or injury and responds according to established protocols				
b. Keeps emergency phone numbers on hand				
c. Achieves and maintains CPR, first aid and other certifications according to agency policy				
Skill 5: Provides a safe and clean environment for the individual based on the skill level and risks				
a. Correctly uses standard precautions, especially hand washing, and can explain the underlying concepts of personal and environmental contamination				
b. Uses personal protection devices such as gloves, gowns and masks, when appropriate				
Skill 6: Accurately documents and adequately protects all health management information				X
a. Communicates all health management needs and concerns to the appropriate clinical staff, as required				
b. Documents the individual's health status, medications, medical needs and appointments, as required				
c. Maintains and protects all healthcare information as directed by the HIPAA legislation				
Skill 7: Can implement daily health practices to support good health				X
a. Uses appropriate positioning techniques to safeguard skin and bone integrity				
b. Performs lifting and transfer techniques identified for the individual's needs, effectively and safely.				
c. Employs appropriate techniques to assure proper nutrition, and avoid swallowing difficulties and choking				
Comments:				
Competency Area G: Preventing, Recognizing, and Reporting Abuse				
Skill 1: Recognizes concepts related to the prevention of abuse				
a. Can identify abuse as described in the regulations				
b. Can discuss the possible impact of abuse on the person				
c. Can prevent, stop, safeguard against, and report abuse according to the OPWDD policy				
Skill 2: Is able to prevent abuse			X	
a. Can effectively intervene so that abuse does not occur				
b. Can identify triggers and warning signs that indicate abuse might be likely to occur				

DSP Initial Performance Evaluation - Core Competencies

Employee Name: Hover, Alicia

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 4: Supporting Good Health				
Skill 3: Correctly follows procedures for mandated reporting and responding		X		
a. Fulfills their obligation to report possible abuse regardless of who allegedly committed the abuse				
b. Reports possible abuse to the appropriate person in a timely manner				
c. Cooperates with the investigative process				
Comments:				

DSP Initial Performance Evaluation - Core Competencies

Employee Name: Hover, Alicia

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 5: Supporting Safety				
Competency Area R:				
Supporting crisis prevention, intervention and resolution				
Skill 1: Demonstrates skill in applying the principles and practices of the OPWDD PROMOTE competencies and individual-specific Behavior Support Plan, if applicable (Positive Relationships Offer More Opportunities To Everyone) competencies and individual-specific Behavior Support Plan, if applicable. (Note: The responsibility of the DSP will vary depending on the needs of the individuals served and the policies of each agency)		X		
a. Supports the individual's connections to others, self-confidence and opportunities for relaxation and recreation (Green Zone) to decrease the possibility of a crisis occurring b. When the individual is unable to cope with stress (Yellow Zone), the DSP is able to effectively use the following R-Star techniques: Reassessment, Reassurance, Repeat-Ask, Validate, Remind, and Restore c. Can discuss an individual's vulnerabilities, strengths and potential irritants and effective supports d. Intervenes effectively when a person is a danger to him/herself and/or others (Red Zone) e. Works to repair and restore the environment and peoples' emotions after a crisis situation (Red Zone)				
Skill 2: Demonstrates respect for the safety of all others	X			
a. Intervenes in a crisis situation by managing the physical and social environment in an attempt to de-escalate the situation and promote the safety of the individual, co-workers and others Comments:				
Competency Area S:				
Supporting Safety				
Skill 1: Supports the safety of all individuals in everyday situations			X	
a. Is able to operate emergency equipment, as required b. Reports to appropriate personnel any detected problem with emergency equipment, or the need for emergency supplies c. Seeks out and reports potential hazards related to fire, ice, etc.				
Skill 2: Follows proper safety procedures in transportation situations				X
a. Adheres to agency policies, requirements and regulations b. Can properly operate transportation equipment, such as the lift, and secure wheelchairs, oxygen, and other equipment. c. If operating a vehicle, maintains a current NYS driver's license consistent with agency requirements d. Operates the vehicle in a safe and courteous manner consistent with New York State driving laws Comments: Learning to operate equipment, thus far Alicia has demonstrated reluctance in the use of hoists.				
Competency Area T:				
Ensuring safety of individuals during environmental emergencies				

DSP Initial Performance Evaluation - Core Competencies

Employee Name: Hover, Alicia

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 5: Supporting Safety				
Skill 1: Can carry out plans for responding to environmental emergencies				
a. Can describe and implement the personal protection plan based on the needs of the individuals being supported				
b. Is aware of and can execute specific emergency preparedness plans for the location in which he/she works				
c. Actively participates in and documents the fire escape drills conducted in the location, according to agency policy				
Comments:				

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Employee Name: Hover, Alicia

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 6: Having a Home				
Competency Area U:				
Supporting people to live in the home of their choice				
Skill 1: Supports the individual by supporting a comfortable home environment		X		
a. Demonstrates respect by acknowledging that the location is the individual's home or the individual's family home, not the staff's 'work site'				
b. Can describe the physical environment of the support setting				
c. Follows the rules and guidelines in the home				
Skill 2: Supports daily activities and accesses additional skilled supports as needed				X
a. Can describe the individual's daily routine and assists with the routine based on the individual's needs and desires				
b. Assists the individual with routine household chores according to the individual's needs (i.e. changing light bulbs, piecing decorations outside, etc.)				
Comments:				

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Employee Name: Hover, Alicia

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 7: Being Active and Productive in Society				
Competency Area V:				
Supporting Active Participation in the Community				
Skill 1: Supports Community participation and contribution				x
a. implements plans, as directed, to promote community connections				
Comments:				
Competency Area W:				
Supporting Employment, Educational and Career Goal Attainment				
Skill 1: Supports the individual by being knowledgeable about the career and employment goals of the individual				x
a. Implements plans, as directed, to support career and employment interests and goals of the individual				
Skill 2: Supports the individual by being knowledgeable about the educational goals of the individual				x
a. Implements plans, as directed, to support educational interests and goals of the individual				
Skill 3: Develops and supports the individual's skills to help the individual meet the productivity expectations of the workplace				x
a. Follows the ISP for job skill development				
b. Can describe to the individual the workplace expectations for productivity and conduct				
Comments:				


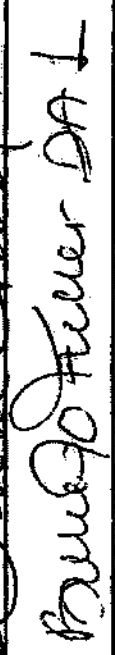

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Employee Name: Hover, Alicia

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Strengths: Alicia is a very kind person who is trying very hard to learn the tasks of this job.	4	13	17	14
Areas for Improvement: Alicia needs a lot of direction from staff to complete tasks. Staff have reported needing to do nearly hand over hand and provide numerous prompts to have Alicia assist with direct care needs.				
Areas Not Yet Addressed: Many of the tasks of the job have been delayed due to reluctance on Alicia's part.				
Plan for Employee Development: On the job training has been extended to allow time for staff to work with Alicia to learn the hands on aspects of the job. Plan - Assign Alicia to scheduled tasks with DSA to assist. Talked about need for Alicia to do more "Hands on" with assistance from other staff.				

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Employee Name: Hover, Alicia

Employee Comments (Optional):	
Employee Signature: 	Date: 10/7/16
Supervisor Signature:  PAUL	Date: 10/7/16
Reviewer Signature:  M. M. AS	Date: 10/7/16

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Employee Name: Hoyer, Alicia

Goal	Competency Area	Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 1: Putting People First	Competency Area A: Supporting a person's unique capacities, personality and potential	1. Demonstrates respect for all others 2. Demonstrates support for individual choice-making in order to enhance confidence and assertiveness	*	0.5	*	
	Competency Area B: Getting to know the person through assessment/discovery	Competency Area A: Average Rating 1. Evaluates the ways in which past and current events, and environmental factors effect the way the person acts/reacts to others 2. Using a holistic approach, participates in the individual's life planning activities and assists in their implementation	*	0.25	0	
	Competency Area C: Promoting Advocacy with the individual	Competency Area B: Average Rating 1. Seeks information on the range of services available to individuals with developmental disabilities 2. Provides opportunities for the individual to be a self-advocate 3. Performs advocate responsibilities while demonstrating respect for the process and people involved. 4. Describes and supports individuals' rights and responsibilities	*	0	*	0
	Competency Area D: Facilitating personal growth and development	Competency Area C: Average Rating 1. Demonstrates the ability to effectively teach skills to people supported	*	*	0	
	Competency Area E: Facilitation of Services	Competency Area D: Average Rating 1. Assists in the development, implementation and on-going evaluation of service plans that are based on the individual's preferences, needs and interests 2. Continuously shares observations, insights, and recommendations with the individual and his/her support team	*	*	0	
	Goal 1: Average Rating	Competency Area E: Average Rating		0		
	Goal 2: Building and Maintaining Positive Relationships	Competency Area F: 1. Supports individuals to overcome barriers and challenges to establishing and maintaining a network of relationships and valued social roles 2. Demonstrates the ability to identify the individual's personal strengths, interests and needed supports for community involvement 3. Demonstrates strategies to encourage and build the individual's self-confidence	*	0.5	*	*
	Goal 2: Average Rating	Competency Area F: Average Rating		0.5		
	Goal 3: Creating Meaningful Communication	Competency Area G: 1. Uses a range of effective communication strategies and skills to establish a collaborative relationship with the person served. 2. The DSP modifies his/her own communication to ensure understanding and respect 3. Develops trust by communicating empathetically	*	*	0	
	Goal 3: Average Rating	Competency Area G: Average Rating		0.5		

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Employee Name: Hover, Alicia

Goal	Competency Area	Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
		4. Recognizes the impact of the possible discrepancies between the individual's chronological age and developmental age when communicating	*	*	0	
		Competency Area G: Average Rating		0		
Goal 3: Demonstrating Professionalism	Goal 2: Average Rating			0.1		
	Competency Area H: Developing Professional Relationships	1. Engages in a mutually respectful partnership/relationship with the individual, family members, co-workers and others	1	*	*	
		Competency Area H: Average Rating		1		
	Competency Area I: Exhibiting Professional Behavior	1. Demonstrates the following desirable professional qualities in the work site: professional demeanor, attention to punctuality and attendance policies, reliability, flexibility and pleasantness.	*	0.5	*	
		Competency Area I: Average Rating		0.5		
	Competency Area J: Showing Respect for Diversity and Inclusion	1. Demonstrates respect for all people	*	0.5	*	
		2. Demonstrates the awareness, attitude, knowledge and skills (i.e. cultural competence) required to support those we serve from any particular ethnic, racial, sexual orientation, religion, gender, socio-economic, age or disability group, as well as any other component of diversity groups	*	*	0	
		Competency Area J: Average Rating		0.26		
	Competency Area K: Creating Meaningful Documentation Records	1. Maintains accurate records by collecting, compiling, evaluating data and submitting it in a timely manner, to the appropriate sources	*	0.5	*	
		Competency Area K: Average Rating		0.5		
	Competency Area L: Education, Training and Self-Development Activities	1. Demonstrates enthusiasm for learning the knowledge and skills required to perform the job	*	*	0	
		2. Readily seeks and accepts feedback to improve performance	*	0.5	*	
		3. Applies knowledge and skills gained to the job	*	*	0	
		Competency Area L: Average Rating		0.166666667		
	Competency Area M: Organizational Participation	1. Adheres to and promotes the mission, culture and practices of the organization	1	*	*	
		2. Participates in the work of the organization in a positive way by using problem-solving skills	*	*	0	
		3. Adheres to corporate compliance policies and procedures	*	*	0	
		Competency Area M: Average Rating		0.333333333		
	Competency Area N: Exhibiting Ethical Behavior on the Job	1. Follows the NADSP Code of Ethics	*	0.5	*	
		Competency Area N: Average Rating		0.5		
	Goal 3: Average Rating			0.375		

DSP Initial Performance Evaluation - Core Competencies

Employee Name: Hover, Alicia

Goal	Competency Area	Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 4: Supporting Good Health	Competency Area O: Promoting positive behavior and supports	1. Demonstrates team work with the individual, co-workers and family in implementing positive behavioral support strategies, consistent with available behavior support plans.	*	0.5	*	*
		2. Demonstrates effective methods to teach positive behaviors and support existing positive behaviors	*	*	0	
		3. Assess strategies to evaluate how environmental factors effect behavior	*	*	0	
	Competency Area O: Average Rating		0.18388889			
	Competency Area P: Supporting Health and Wellness (Note: The responsibility of the DSP will vary depending on the type of service arrangement, such as certified vs. uncertified settings; agency vs. self-directed services, etc.)	1. Demonstrates and assists in nutritious meal planning and food preparation, storage and handling procedures	1	*	*	*
		2. Demonstrates knowledge and understanding of an individual's medical, physical, psychological and dental health care needs	*	*	*	0
		3. Demonstrates knowledge of, and uses, accepted measures to prevent illness and disease, and teaches prevention methods to the individual (Note: This section may not apply in uncertified settings)	*	*	*	0
		4. Recognizes and responds in a timely manner to signs and symptoms of illness/injury and medical emergencies	*	*	*	0
		5. Provides a safe and clean environment for the individual based on the skill level and risks	*	*	*	
		6. Accurately documents and adequately protects all health management information	*	*	*	0
		7. Can implement daily health practices to support good health	*	*	*	0
	Competency Area P: Average Rating		1			
	Competency Area Q: Preventing, Recognizing, and Reporting Abuse	1. Recognizes concepts related to the prevention of abuse	*	0.5	*	
		2. Is able to prevent abuse	*	0.5	*	
		3. Correctly follows procedures for mandated reporting and responding	*	0.5	*	
	Competency Area Q: Average Rating		0.5			
Goal 5: Supporting Safety	Goal 4: Average Rating		0.428571429			
	Competency Area R: Supporting crisis prevention, intervention and resolution	1. Demonstrates skill in applying the principles and practices of the OPWDD PROMOTE competencies and individual-specific Behavior Support Plan, if applicable	*	0.5	*	*
		2. Demonstrates respect for the safety of all others	1	*	*	
	Competency Area R: Average Rating		0.76			
	Competency Area S: Supporting Safety	1. Supports the safety of all individuals in everyday situations	*	*	0	
		2. Follows proper safety procedures in transportation situations	*	*	*	0
	Competency Area S: Average Rating		0			

DSP Initial Performance Evaluation - Core Competencies

Employee Name: Hover, Alicia

Goal	Competency Area	Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
	Competency Area T: Ensuring safety of individuals during environmental emergencies	1. Can carry out plans for responding to environmental emergencies	*	*	*	
	Goal 5: Average Rating	Competency Area T: Average Rating		#DIV/0!		
	Goal 6: Having a Home	Competency Area U: Supporting people to live in the home of their choice		0.5	*	*
		2. Supports daily activities and accesses additional skilled supports as needed	*	*	*	0
	Goal 6: Average Rating	Competency Area U: Average Rating		0.5		
	Goal 7: Being Active and Productive in Society	Competency Area V: Supporting Active Participation in the Community				
		1. Supports Community participation and contribution	*	*	*	0
	Competency Area W: Supporting Employment, Educational and Career Goal Attainment	Competency Area V: Average Rating		#DIV/0!		
		1. Supports the individual by being knowledgeable about the career and employment goals of the individual	*	*	*	0
		2. Supports the individual by being knowledgeable about the educational goals of the individual	*	*	*	0
		3. Develops and supports the individual's skills to help the individual meet the productivity expectations of the workplace	*	*	*	0
	Goal 7: Average Rating	Competency Area W: Average Rating		#DIV/0!		
Total Score				#DIV/0!	0.308823529	

Trainee Name: Alicia Hoyer Trainee Work Location: Lincoln St
Evaluation Period: ☒ Months ☐ 9 months ☐ 12 months Extension Period

TIME AND ATTENDANCE:

	Quarter TOTAL	TOTAL to Date
Number of unscheduled absences:	<u>1</u>	<u>1</u>
Number of unauthorized absences:	<u>0</u>	<u>0</u>
Number of days tardy:	<u>0</u>	<u>0</u>

Has Trainee received feedback (including verbal and/or written) on all absences/tardies following OPWDD time and attendance guidelines?
☐ YES ☒ NO

Has HRMO been notified of absences/tardies per OPWDD time and attendance guidelines?
☐ YES ☒ NO

For Three or Six Month evaluations:

- ☐ Trainee has met competency based performance expectations; continue probation
- ☒ Trainee is having difficulties meeting competency based performance expectations; supervisory team recommends putting trainee on monthly evaluation schedule or other supportive measure as described:

For Nine or Twelve Month evaluations:

- ☐ Trainee has met competency based performance expectations; continue probation
- ☐ Trainee is having difficulties meeting the competency based performance expectations; supervisory team recommends probation extension
- ☐ Trainee is having difficulties meeting competency based performance expectations; supervisory team recommends probation termination

For Twelve Month or Extension Period evaluation:

- ☐ Trainee has met competency based performance expectations; complete probation
- ☐ Trainee has not met competency based performance expectations; supervisory team recommends probation termination

Direct Supervisors Name and Title

Mary Mary

Reviewer's Name and Title

Maria Lutzke

Treatment Team Leaders Name

Signature

Mary Mary

Date

10/13/16

Signature

Maria Lutzke

Date

10/13/16

Signature

From: Marcy, Mary (OPWDD)
Sent: Tuesday, October 11, 2016 12:30 PM
To: MAHAR, ELIZABETH (OPWDD); Roseburgh, Caroline M (OPWDD)
Subject: eval- A Hover
Attachments: image2016-10-11-092958.pdf

Follow Up Flag: Follow up
Flag Status: Flagged

attached is the eval for Alicia.

We are having some difficulties with her, she is taking a lot of extra help to learn the job. Staff explain tasks over and over and she continues to need direction from staff. She seems afraid to work with the individuals directly, feeling much more comfortable doing household cleaning or laundry. I have assigned her to work side by side with other staff. I spoke with her about taking the lead and utilizing the staff to assist her rather than the other way around.

MARY MARCY
Developmental Assistant 3

**NYS Office for People With Developmental Disabilities
Region 2-Tompkins State Office**

OFFICE: 607-273-0811  x 252 - cell 607-206-3571 
Mary.Marcy@OPWDD.NY.GOV

From: opwdd.sm.MFPRegion2@opwdd.ny.gov <opwdd.sm.MFPRegion2@opwdd.ny.gov>
Sent: Tuesday, October 11, 2016 11:33 AM
To: Marcy, Mary (OPWDD); opwdd.sm.mfpreregion2
Subject: BRM-

exh k

From: MAHAR, ELIZABETH (OPWDD)
Sent: Wednesday, October 12, 2016 3:42 PM
To: WILLIAMS, SUSAN J (OPWDD)
Subject: Hover

Follow Up Flag: Follow up
Flag Status: Flagged

Alicia Hover added due to significant performance issues. Eval indicates having to be repeatedly retrained on basic tasks, an unwillingness to take the initiative. Mary doubts her ability to do the job but is working hard to give her a fair shake.

Elizabeth Mahar

Training Specialist 2, Broome Office


NYS Office for People with Developmental Disabilities
249 Glenwood Road, Binghamton, NY, 13905

OFFICE: (607)-240-4770 | FAX: (607) 770 -0392

elizabeth.mahar@opwdd.ny.gov

www.opwdd.ny.gov

DSP Initial Performance Evaluation - Core Competencies

 Office for People With Developmental Disabilities					
Employee Name: Hover, Alicia	Employee Title: Direct Support Assistant Trainee				
Agency Name: Broome DDSOO	<table border="1"> <tr> <td>X</td> <td>FT</td> <td>PT</td> <td>Other</td> </tr> </table>	X	FT	PT	Other
X	FT	PT	Other		
Work Location: Lincoln Street SOIRA	Date of Hire: August 18, 2016				
Rating Period: First Quarter	Date Appointed to Current Position: August 18, 2016				
Name and Title of Person Completing Form: Mary Marcy DA3	Date Completed: November 6, 2016				

Revised 2-26-15

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DSP Initial Performance Evaluation - Core Competencies

Employee Name: Hover, Alicia

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 1: Putting People First				
Competency Area A: Supporting a person's unique capacities, personality and potential				
Skill 1: Demonstrates respect for all individuals being supported		X		
a. Communicates directly with individuals				
b. Begins to use person-first language when communicating about the individual				
c. Uses body language and eye contact to show attention to others comments				
d. Monitors own tone of voice and volume when providing instruction and direction to individuals				
e. Assists individuals to dress and groom in a way that demonstrates his/her self-respect and dignity to others in the community				
Skill 2: Demonstrates support for individual choice-making in order to enhance confidence and assertiveness		X		
a. Supports choices made by the individual while taking into account health and safety concerns				
b. Demonstrates the use of positive feedback				
Comments:				
Competency Area B: Gaining knowledge about the person through assessment and discovery				
Skill 1: Evaluates the ways in which past and current events, and environmental factors effect the way the person acts/reacts to others		X		
a. Reviews files and relevant information				
Skill 2: Using a holistic approach, participates in the individual's life planning activities and assists in their implementation			X	
a. Implements goals as written to achieve desired outcomes				
Comments: Still learning the goals				
Competency Area C: Promoting Advocacy with the individual				
Skill 1: Seeks information on the range of services available to individuals with developmental disabilities		X		
a. Can describe the basic structure of the services available for people with developmental disabilities, to meet the individual's needs and desires, and is able to advocate for additional services, as needs arise				
b. Is able to describe, in general terms, categories of services available				
Skill 2: Provides opportunities for the individual to be a self-advocate			X	
a. Encourages and assists the individual to express on his/her own behalf				

DSP Initial Performance Evaluation - Core Competencies

Employee Name: Hover, Alicia

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 1: Putting People First				
Skill 3: Performs advocate responsibilities while demonstrating respect for the processes and people involved.			X	
a. Can identify who to contact when advocacy questions arise		X		
Skill 4: Describes and supports individuals' rights and responsibilities				
a. Is able to describe the individual's rights to due process through the agency's human rights committee				
Comments: Needs assistance in this area				
Competency: Advocacy				
Skill 1: Demonstrates the ability to effectively teach skills to people supported			X	
a. Demonstrates the ability to follow a plan for successful teaching				
Comments: Needs to follow written plans independently				
Competency: Development				
Skill 1: Assists in the development, implementation and on-going evaluation of service plans that are based on the individual's preferences, needs and interests			X	
a. Is able to implement service plans, as written				
Skill 2: Continuously shares observations, insights, and recommendations with the individual and his/her support team		X		
a. Shares information in an organized, timely and sensitive manner				
b. Shares direct input from the individual and his/her support team members				
Comments:				

DSP Initial Performance Evaluation - Core Competencies

Employee Name: Hover, Alicia

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 2: Building and Maintaining Positive Relationships				
Skill 1: Supports individuals to overcome barriers and challenges to establishing and maintaining a network of relationships and valued social roles		X		
a. Encourages the use of social skills to develop and maintain positive relationships				
b. Follows the sexual consent status and values of the individual being supported				
Skill 2: Demonstrates the ability to identify the individual's personal strengths, interests and needed supports for community involvement		X		
a. Supports the person in exploring and practicing faith, religion, spiritual and cultural interests without personal bias				
Skill 3: Demonstrates strategies to encourage and build the individual's self-confidence			X	
a. Assists the individual to recognize and take pride in his/her abilities and achievements				
Comments:				
Goal 3: Building and Maintaining Positive Relationships				
Skill 1: Uses a range of effective communication strategies and skills to establish a collaborative relationship with the person served.		X		
a. Uses a polite tone of voice				
b. Encourages the person to express him/herself				
c. Recognizes and respects individual's need for periods of quiet, non-communication time				
d. Speaks, models, signs, shows pictures and objects or uses adaptive equipment in ways that the person understands, according to their plan				
Skill 2: The DSP modifies his/her own communication to ensure understanding and respect		X		
a. Includes the individual in the conversation, by speaking with the individual, not about the individual				
b. Avoids making assumptions about an individual's cognitive abilities based on his/her communication abilities				
Skill 3: Develops trust by communicating empathetically		X		
a. Demonstrates caring through body language, tone, and providing adequate time for communication				
b. Demonstrates active listening by repeating words or gestures, asking questions, and validating feelings				
Skill 4: Recognizes the impact of the possible discrepancies between the individual's chronological age and developmental age when communicating			X	
a. Uses communication techniques appropriate to the individual's ability to comprehend				
b. Speaks in a manner that shows respect				

DSP Initial Performance Evaluation - Core Competencies

Employee Name: Hover, Alicia

Skill	Meets Standard	Missing Progress	Does Not Meet	Not Applicable
Goal 2 Building and Maintaining Positive Relationships Comments: Communicate in more proactive manner				

DSP Initial Performance Evaluation - Core Competencies

Employee Name: Hover, Alicia

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 3: Demonstrating Professionalism				
Goal 3.1: Demonstrating Professionalism				
Skill 1: Demonstrates respect in all professional relationships				
a. Respects friends and family members through his/her actions and words				
b. Actively listens to and take actions related to expressed concerns and passes information along to appropriate personnel members				
c. Demonstrates tolerance and acceptance with others				
d. Develops positive and productive relationships with his/her coworkers, supervisor, and other colleagues		X		
Comments:				
Goal 3.2: Demonstrating Professionalism				
Skill 1: Demonstrates the following desirable professional qualities in the work site: professional demeanor, attention to punctuality and attendance policies, reliability, flexibility and pleasantness				
a. Demonstrates courtesy to others and contributes to a positive team atmosphere				
b. Complies with agency regulations and policies related to dress, confidentiality, professional appearance and use of electronic devices				
c. Arrives at work on time, limits use of unscheduled absences, accurately signs in and out, etc				
d. Continuously engages in productive activity while at work				
e. Is open to doing things in a variety of ways				
f. Serves as a positive role model and team member				
g. Respects personal and professional boundaries		X		
Comments:				
Goal 3.3: Demonstrating Professionalism				
Skill 1: Demonstrates respect in all matters relating to diversity and inclusion				
a. Shows respect for other's values without imposing their own				
b. Demonstrates a willingness to accept and respect all components of human diversity		X		
Skill 2: Demonstrates the awareness, attitude, knowledge and skills (i.e. cultural competence) required to provide effective support to those we serve from any particular ethnic, racial sexual orientation, religion, gender, socio-economic, age or disability group, as well as any other component diversity groups				
a. Can discuss the concepts of fairness and respect, and the impact that discrimination, based on disability, race, gender, religion, etc., has on people				
b. When the DSP recognizes that an individual is being discriminated against, he/she is able to serve as an ally to the individual by intervening to stop the inappropriate comments/actions against the individual			X	

DSP Initial Performance Evaluation - Core Competencies

Employee Name: Hover, Alicia

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 3: Demonstrating Professionalism				
c. When a DSP recognizes that an individual is being discriminated against, he/she reports it according to agency procedures				
Comments:				
Competency Area 1: Professionalism				
Skill 1: Maintains accurate records by collecting, compiling, evaluating data and submitting it in a timely manner, to the appropriate sources				
a. Notes are recorded in the proper place and in the proper format				
b. Notes are signed and dated, according to agency policy				
c. Documentation is thorough, including data where required, baseline information, etc.				
d. Documentation is done on time, according to agency policy				
e. Maintains standards of confidentiality and ethical practice				
Comments:				
Competency Area 2: Problem Solving				
Skill 1: Demonstrates enthusiasm for learning the knowledge and skills required to perform the job				
a. Attends, actively participates in and successfully completes all required training sessions				
b. Asks mentors and supervisors to share best practices				
Skill 2: Readily seeks and accepts feedback to improve performance				
a. Is open and accepting to receiving developmental feedback				
Skill 3: Applies knowledge and skills gained to the job				
a. Discusses application of skills with supervisor/mentor prior to use				
Comments: Still learning skills				
Competency Area 3: Communication				
Skill 1: Adheres to and promotes the mission, culture and practices of the organization				
a. Is able to articulate the agency mission and culture in his/her own words and describe how his/her job and every day activities help support the agency mission				
Skill 2: Participates in the work of the organization in a positive way by using problem-solving skills				

DSP Initial Performance Evaluation - Core Competencies

Employee Name: Hover, Alicia

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 3: Demonstrating Professionalism				
a. Participates in the Identification of Problems				
Skill 3: Adheres to corporate compliance policies and procedures		X		
a. Successfully completes training on corporate compliance topics				
b. Can access the organizations corporate compliance procedures documents				
c. Follows the organizations corporate compliance procedures				
d. Recognizes and reports fraudulent behaviors				
Comments:				
Competency Area: NADSP Code of Ethics				
Skill 1: Follows the NADSP Code of Ethics				
a. Can access and discuss the 9 aspects NADSP Code of Ethics:				
<ul style="list-style-type: none"> • Primary allegiance is to the person receiving support • Supports the physical, emotional and personal well-being of the person receiving services • Shows integrity and responsibility by assisting people to live self-directed lives while, fostering a sense of partnership with the person supported • Respects and safeguards the confidentiality and privacy of the people served • Promotes and practices justice, fairness and equity for people served while affirming human and civil rights and responsibilities • Shows respect for the uniqueness of each person served and value for the persons unique qualities • Assists people served to develop and maintain meaningful relationships with other people • Support the persons served to direct the course of their own lives • Advocates for the people supported for justice, inclusion and full community participation 		X		
b. Seeks out clarification when not sure about issues around ethics				
c. Begins to put the NADSP Code of Ethics into Practice				
Comments:				

DSP Initial Performance Evaluation - Core Competencies

Employee Name: Hover, Alicia

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 4: Supporting Good Health				
Skill 1: Demonstrates team work with the individual, co-workers and family in implementing positive behavioral support strategies, consistent with available behavior support plans.				
a. Accepts and uses feedback to implement positive behavior supports			X	
Skill 2: Demonstrates effective methods to teach positive behaviors and support existing positive behaviors				
a. Encourages and recognizes positive behaviors by using praise and various reinforcers effectively			X	
b. Is a role model for positive behavior				
Skill 3: Assess strategies to evaluate how environmental factors effect behavior				
a. Can articulate ways in which environmental factors can have an impact on behavior		X		
Comments:				
Skill 1: Demonstrates and assists in nutritious meal planning and food preparation, storage and handling procedures				
a. Teaches dining skills according to the individual's needs			X	
b. Assists individuals to use clean, healthy practices when preparing meals				
c. Adheres to allergy alerts, texture, portion size, and other alerts related to the special requirements of the individual				
Skill 2: Demonstrates knowledge and understanding of an individual's medical, physical, psychological and dental health care needs				
a. Can discuss the health care information needed to support that person				X
b. Reviews the person's health care plan to gain a better understanding of the individual's health care needs				
c. Can describe certain changes in behavior that could be a sign of a possible health-related concern				
d. Assists the individual, as needed, to attend all appointments				
e. Can safely use adaptive equipment				
f. Assists the individual to use and maintain adaptive equipment				
Skill 3: Demonstrates knowledge of, and uses, accepted measures to prevent illness and disease, and teaches prevention methods to the individual (Note: This section may not apply in uncertified settings)				
a. Communicates observed health care needs to the necessary support network				X
b. Can list the medications and treatments prescribed for the individual				
c. Monitors and reports any adverse side effects of medication or treatments provided				
d. Assists, as needed, in oral hygiene and personal care				

DSP Initial Performance Evaluation - Core Competencies

Employee Name: Hover, Alicia

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 4: Supporting Good Health				
a. Successfully achieves medication Administration Certification, if required by the individual, support setting or agency policy				
f. If Medication Administration Certified, the DSP assures that medications are accurately administered and recorded in keeping with agency policy and professional performance standards				
g. Can discuss ways in which healthy personal care and hygiene practices prevent illness (e.g. daily dental care can prevent gingivitis and lessen the risk of heart complications in those with cardiac disease; clean and moisturized skin can lessen the risk of developing staph infections, etc.)				
Skill 4: Recognizes and responds in a timely manner to signs and symptoms of illness/injury and medical emergencies				X
a. Is able to identify when an individual is experiencing an illness or injury and responds according to established protocols				
b. Keeps emergency phone numbers on hand				
c. Achieves and maintains CPR, first aid and other certifications according to agency policy				
Skill 5: Provides a safe and clean environment for the individual based on the skill level and risks		X		
a. Correctly uses standard precautions, especially hand washing, and can explain the underlying concepts of personal and environmental contamination				
b. Uses personal protection devices such as gloves, gowns and masks, when appropriate				
Skill 6: Accurately documents and adequately protects all health management information				X
a. Communicates all health management needs and concerns to the appropriate clinical staff, as required				
b. Documents the individual's health status, medications, medical needs and appointments, as required				
c. Maintains and protects all healthcare information as directed by the HIPAA legislation				
Skill 7: Can implement daily health practices to support good health			X	
a. Uses appropriate positioning techniques to safeguard skin and bone integrity				
b. Performs lifting and transfer techniques identified for the individual's needs, effectively and safely.				
c. Employs appropriate techniques to assure proper nutrition, and avoid swallowing difficulties and choking				
Comments: Difficulty providing personal care to residents				
Competency Area C: Preventing, Recognizing and Reporting Abuse				
Skill 1: Recognizes concepts related to the prevention of abuse		X		
a. Can identify abuse as described in the regulations				
b. Can discuss the possible impact of abuse on the person				
c. Can prevent, stop, safeguard against, and report abuse according to the OPWDD policy				
Skill 2: Is able to prevent abuse			X	
a. Can effectively intervene so that abuse does not occur				
b. Can identify triggers and warning signs that indicate abuse might be likely to occur				

DSP Initial Performance Evaluation - Core Competencies

Employee Name: Hover, Alicia

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 4: Supporting Good Health				
Skill 3: Correctly follows procedures for mandated reporting and responding			X	
a. Fulfills their obligation to report possible abuse regardless of who allegedly committed the abuse				
b. Reports possible abuse to the appropriate person in a timely manner				
c. Cooperates with the investigative process				
Comments: Failed to identify potentially serious situation				

DSP Initial Performance Evaluation - Core Competencies

Employee Name: Hover, Alicia

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 5: Supporting Safety				
Competency Area 1: Supporting Safety				
Skill 1: Demonstrates skill in applying the principles and practices of the OPWDD PROMOTE competencies and individual-specific Behavior Support Plan, if applicable (Positive Relationships Offer More Opportunities To Everyone) competencies and Individual-specific Behavior Support Plan, if applicable. (Note: The responsibility of the DSP will vary depending on the needs of the individuals served and the policies of each agency)				
a. Supports the individual's connections to others, self-confidence and opportunities for relaxation and recreation (Green Zone) to decrease the possibility of a crisis occurring				
b. When the individual is unable to cope with stress (Yellow Zone), the DSP is able to effectively use the following R-Star techniques: Reassessment, Reassurance, Repeat-Ask-Validate, Remind, and Restore			X	
c. Can discuss an individual's vulnerabilities, strengths and potential irritants and effective supports				
d. Intervenes effectively when a person is a danger to him/herself and/or others (Red Zone)				
e. Works to repair and restore the environment and people's emotions after a crisis situation (Red Zone)				
Skill 2: Demonstrates respect for the safety of all others				
a. Intervenes in a crisis situation by managing the physical and social environment in an attempt to de-escalate the situation and promote the safety of the individual, co-workers and others		X		
Comments: Still learning B&P				
Competency Area 2: Supporting Safety				
Skill 1: Supports the safety of all individuals in everyday situations				
a. Is able to operate emergency equipment, as required		X		
b. Reports to appropriate personnel any detected problem with emergency equipment, or the need for emergency supplies				
c. Seeks out and reports potential hazards related to fire, ice, etc.				
Skill 2: Follows proper safety procedures in transportation situations				
a. Adheres to agency policies, requirements and regulations				X
b. Can properly operate transportation equipment, such as the lift, and secure wheelchairs, oxygen, and other equipment.				
c. If operating a vehicle, maintains a current NYS driver's license consistent with agency requirements				
d. Operates the vehicle in a safe and courteous manner consistent with New York State driving laws				
Comments:				
Competency Area 3: Supporting Safety				
Skill 1: Supports the safety of all individuals during environmental emergencies				

DSP Initial Performance Evaluation - Core Competencies

Employee Name: Hover, Alicia

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 5: Supporting Safety				
Skill 1: Can carry out plans for responding to environmental emergencies		X		
a. Can describe and implement the personal protection plan based on the needs of the individuals being supported b. Is aware of and can execute specific emergency preparedness plans for the location in which he/she works c. Actively participates in and documents the fire escape drills conducted in the location, according to agency policy Comments:				

DSP Initial Performance Evaluation - Core Competencies

Employee Name: Hover, Alicia

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 6: Having a Home				
Competency Area 6: Supporting people to live in the home of their choice				
Skill 1: Supports the individual by supporting a comfortable home environment		X		
a. Demonstrates respect by acknowledging that the location is the individual's home or the individual's family home, not the staff's "work site"				
b. Can describe the physical environment of the support setting				
c. Follows the rules and guidelines in the home				
Skill 2: Supports daily activities and accesses additional skilled supports as needed			X	
a. Can describe the individual's daily routine and assists with the routine based on the individual's needs and desires				
b. Assists the individual with routine household chores according to the individual's needs (i.e. changing light bulbs, placing decorations outside, etc.)				
Comments: Still learning Individuals				

DSP Initial Performance Evaluation - Core Competencies

Employee Name: Hover, Alicia

Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 7: Being Active and Productive in Society				
Skill 1: Supports Community participation and contribution		X		
a. Implements plans, as directed, to promote community connections				
Comments:				
Competency Area V: Supporting Employment, Education, and Career Goals/Development				
Skill 1: Supports the individual by being knowledgeable about the career and employment goals of the individual				X
a. Implements plans, as directed, to support career and employment interests and goals of the individual				
Skill 2: Supports the individual by being knowledgeable about the educational goals of the individual				X
a. Implements plans, as directed, to support educational interests and goals of the individual				
Skill 3: Develops and supports the individual's skills to help the individual meet the productivity expectations of the workplace				X
a. Follows the ISP for job skill development				
b. Can describe to the individual the workplace expectations for productivity and conduct				
Comments:				

DSP Initial Performance Evaluation - Core Competencies

Employee Name: Hover, Alicia

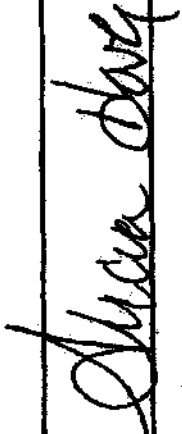
Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
	0	28	18	8
Strengths: Alicia is a very nice person, very caring. She is working very hard at trying to learn the tasks of the job. She arrives to work on time, if not a little too early.				
Areas for Improvement: Following written plans, IPOP, BSP, Diets & meal prep.				
Areas Not Yet Addressed: not medication certified.				
Plan for Employee Development: Alicia has a very hard time learning the plans and following procedures. She has been on extended on the job training and continue to require staff to assist her to complete assigned tasks.				

DSP Initial Performance Evaluation - Core Competencies

Employee Name: Hover, Alicia

Employee Comments (Optional):

Employee Signature:



Date:

11/8/16

Supervisor Signature:



Date:

11/8/16

Reviewer Signature:



Date:

11/7/16

DSP Initial Performance Evaluation - Core Competencies

Employee Name: Hoyer, Alicia

Goal	Competency Area	Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 1: Putting People First	Competency Area A: Supporting a person's unique capacities, personality and potential	1. Demonstrates respect for all others	*	0.5	*	
		2. Demonstrates support for individual choice-making in order to enhance confidence and assertiveness	*	0.5	*	
	Competency Area B: Getting to know the person through assessment/discovery	Competency Area A: Average Rating		0.5		
		1. Evaluates the ways in which past and current events, and environmental factors effect the way the person acts/reacts to others	*	0.5	*	
		2. Using a holistic approach, participates in the individual's life planning activities and assists in their implementation	*	*	0	*
	Competency Area C: Promoting Advocacy with the Individual	Competency Area B: Average Rating		0.25		
		1. Seeks information on the range of services available to individuals with developmental disabilities	*	0.5	*	*
		2. Provides opportunities for the individual to be a self-advocate	*	*	0	
		3. Performs advocacy responsibilities while demonstrating respect for the processes and people involved	*	*	0	
		4. Describes and supports individual's rights and responsibilities	*	0.5	*	
Goal 2: Building and Maintaining Positive Relationships	Competency Area D: Facilitating personal growth and development	Competency Area C: Average Rating		0.25		
		1. Demonstrates the ability to effectively teach skills to people supported	*	*	0	
	Competency Area E: Facilitation of Services	Competency Area D: Average Rating		0		
		1. Assists in the development, implementation and on-going evaluation of service plans that are based on the individual's preferences, needs and interests	*	*	0	
		2. Continuously shares observations, insights, and recommendations with the individual and his/her support team	*	0.5	*	
	Goal 1: Average Rating	Competency Area E: Average Rating		0.25		
				0.272727273		
	Competency Area F: Building and Maintaining Relationships	1. Supports individuals to overcome barriers and challenges to establishing and maintaining a network of relationships and valued social roles	*	0.5	*	*
		2. Demonstrates the ability to identify the individual's personal strengths, interests and needed supports for community involvement	*	0.5	*	*
	Competency Area G: Creating Meaningful Communication	3. Demonstrates strategies to encourage and build the individual's self-confidence	*	*	0	
		Competency Area F: Average Rating		0.333333333		
Goal 3: Building and Maintaining Positive Relationships	Competency Area G: Creating Meaningful Communication	1. Uses a range of effective communication strategies and skills to establish a collaborative relationship with the person served	*	0.5	*	
		2. The DSP modifies his/her own communication to ensure understanding and respect	*	0.5	*	
		3. Develops trust by communicating empathetically	*	0.5	*	

DSP Initial Performance Evaluation - Core Competencies

Employee Name: Hover, Alicia

Goal	Competency Area	Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 3: Demonstrating Professionalism		4. Recognizes the impact of the possible discrepancies between the individual's chronological age and developmental age when communicating	*	*	0	
	Competency Area G: Average Rating		0.375			
	Goal 2: Average Rating		0.357142857			
	Competency Area H: Developing Professional Relationships	1. Engages in a mutually respectful partnership/ relationship with the individual, family members, co-workers and others	*	0.5	*	
		Competency Area H: Average Rating	0.5			
	Competency Area I: Exhibiting Professional Behavior	1. Demonstrates the following desirable professional qualities in the work site: professional demeanor, attention to punctuality and attendance policies, reliability, flexibility and pleasantness.	*	0.5	*	
		Competency Area I: Average Rating	0.5			
	Competency Area J: Showing Respect for Diversity and Inclusion	1. Demonstrates respect for all people	*	0.5	*	
		2. Demonstrates the awareness, attitude, knowledge and skills (i.e. cultural competence) required to support those we serve from any particular ethnic, racial, sexual orientation, religion, gender, socio-economic, age or disability group, as well as any other component of diversity groups	*	*	0	
	Competency Area J: Average Rating		0.25			
	Competency Area K: Creating Meaningful Documentation Records	1. Maintains accurate records by collecting, compiling, evaluating data and submitting it in a timely manner, to the appropriate sources	*	*	0	
		Competency Area K: Average Rating	0			
	Competency Area L: Education, Training and Self-Development Activities	1. Demonstrates enthusiasm for learning the knowledge and skills required to perform the job	*	0.5	*	
		2. Readily seeks and accepts feedback to improve performance 3. Applies knowledge and skills gained to the job	*	0.5	*	
Competency Area L: Average Rating		0.333333333				
Competency Area M: Organizational Participation	1. Adheres to and promotes the mission, culture and practices of the organization	*	0.5	*		
	2. Participates in the work of the organization in a positive way by using problem-solving skills 3. Adheres to corporate compliance policies and procedures	*	0.5	*		
Competency Area M: Average Rating		0.5				
Competency Area N: Exhibiting Ethical Behavior on the Job	1. Follows the NADSP Code of Ethics	*	0.5	*		
	Competency Area N: Average Rating	0.5				
Goal 3: Average Rating		0.375				

DSP Initial Performance Evaluation - Core Competencies

Employee Name: Hovar, Alicia

Goal	Competency Area	Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
Goal 4: Supporting Good Health	Competency Area Q: Promoting positive behavior and supports	1. Demonstrates team work with the individual, co-workers and family in implementing positive behavioral support strategies, consistent with available behavior support plans. 2. Demonstrates effective methods to teach positive behaviors and support existing positive behaviors 3. Assesses strategies to evaluate how environmental factors effect behavior	*	*	0	*
		Competency Area Q: Average Rating		0.16666667		
	Competency Area P: Supporting Health and Wellness (Notes: The responsibility of the DSP will vary depending on the type of service arrangement, such as certified vs. uncertified settings; agency vs. self-directed services, etc.)	1. Demonstrates and assists in nutritious meal planning and food preparation, storage and handling procedures 2. Demonstrates knowledge and understanding of an individual's medical, physical, psychological and dental health care needs 3. Demonstrates knowledge of, and uses, accepted measures to prevent illness and disease, and teaches prevention methods to the individual (Note: This section may not apply in uncertified settings) 4. Recognizes and responds in a timely manner to signs and symptoms of illness/injury and medical emergencies 5. Provides a safe and clean environment for the individual based on the skill level and risks 6. Accurately documents and adequately protects all health management information 7. Can implement daily health practices to support good health	*	*	0	*
		Competency Area P: Average Rating		0.16666667		
	Competency Area Q: Preventing, Recognizing, and Reporting Abuse	1. Recognizes concepts related to the prevention of abuse 2. Is able to prevent abuse 3. Correctly follows procedures for mandated reporting and responding	*	0.5	0	
		Competency Area Q: Average Rating		0.16666667		
	Goal 4: Average Rating			0.16666667		
	Competency Area R: Supporting crisis prevention, intervention and resolution	1. Demonstrates skill in applying the principles and practices of the OPWDD PROMOTE competencies and individual-specific Behavior Support Plan, if applicable 2. Demonstrates respect for the safety of all others	*	*	0	*
		Competency Area R: Average Rating		0.25		
	Competency Area S: Supporting Safety	1. Supports the safety of all individuals in everyday situations 2. Follows proper safety procedures in transportation situations	*	0.5	*	0
		Competency Area S: Average Rating		0.5		

DSP Initial Performance Evaluation - Core Competencies

Employee Name: Hover, Alicia

Goal	Competency Area	Skill	Meets Standard	Making Progress	Does Not Meet	Not Applicable
	Competency Area T: Ensuring safety of individuals during environmental emergencies	1. Can carry out plans for responding to environmental emergencies	*	0.5	*	
	Goal 5: Average Rating	Competency Area T: Average Rating		0.5		
Goal 6: Having a Home	Competency Area U: Supporting people to live in the home of their choice	1. Supports the individual by supporting a comfortable home environment	*	0.5	*	*
		2. Supports daily activities and accesses additional skilled supports as needed	*	*	0	*
	Goal 6: Average Rating	Competency Area U: Average Rating		0.25		
Goal 7: Being Active and Productive in Society	Competency Area V: Supporting Active Participation in the Community	1. Supports Community participation and contribution	*	0.5	*	*
	Competency Area W: Supporting Employment, Educational and Career Goal Attainment	Competency Area V: Average Rating		0.5		
		1. Supports the individual by being knowledgeable about the career and employment goals of the individual	*	*	*	0
		2. Supports the individual by being knowledgeable about the educational goals of the individual	*	*	*	0
		3. Develops and supports the individual's skills to help the individual meet the productivity expectations of the workplace	*	*	*	0
	Goal 7: Average Rating	Competency Area W: Average Rating		#DIV/0!		
Total Score				0.5		
				0.304347826		

Trainee Name: Alicia Hoover Trainee Work Location: Lincoln
Evaluation Period: ☒ Months ☐ Months ☐ Months ☐ Months ☐ Months Extension Period

TIME AND ATTENDANCE:

	Quarter TOTAL	TOTAL to Date
Number of unscheduled absences:	<u>2</u>	<u>2</u>
Number of unauthorized absences:	<u>0</u>	<u>0</u>
Number of days tardy:	<u>0</u>	<u>0</u>

Has Trainee received feedback (including verbal and/or written) on all absences/tardies following OPWDD time and attendance guidelines?
☐ YES ☒ NO

Has HRMO been notified of absences/tardies per OPWDD time and attendance guidelines?
☐ YES ☒ NO

For Three or Six Month evaluations:

☐ Trainee has met competency based performance expectations; continue probation
☐ Trainee is having difficulties meeting competency based performance expectations; supervisory team recommends putting trainee on monthly evaluation schedule or other supportive measure as described:

For Nine or Twelve Month evaluations:

☐ Trainee has met competency based performance expectations; continue probation
☐ Trainee is having difficulties meeting the competency based performance expectations; supervisory team recommends probation extension
☐ Trainee is having difficulties meeting competency based performance expectations; supervisory team recommends probation termination

For Twelve Month or Extension Period evaluation:

☒ Trainee has met competency based performance expectations; complete probation
☐ Trainee has not met competency based performance expectations; supervisory team recommends probation termination

<u>Billie Jo Fuller DAI</u> Direct Supervisor's Name and Title	<u>Billie Jo Fuller DAI</u> Signature	<u>11/8/16</u> Date
<u>Mary Mary</u> Reviewer's Name and Title	<u>[Signature]</u> Signature	<u>11/7/16</u> Date
<u>Monica Furioha</u> Treatment Team Leader's Name	<u>[Signature]</u> Signature	<u>11/3/16</u> Date

From: WILLIAMS, SUSAN J (OPWDD)
Sent: Thursday, November 10, 2016 1:44 PM
To: Galarneau, Karen A (OPWDD)
Cc: Hein, Tammie (OPWDD); MAHAR, ELIZABETH (OPWDD)
Subject: Trainee Term. Request
Attachments: A. Hover.pdf; A. Hover Interim 9 wk eval.pdf

Follow Up Flag: Follow up
Flag Status: Flagged

Hi Karen.

Broome has a Trainee, Alicia Hover, Hired 8/18/16, who we are recommending for termination. I have attached the two evaluations we have for her. The 9 week one is a the result of the Team wanting to have her reviewed earlier than her 1st quarter.

Ms. Hover has a serious memory deficit. She has mentioned it to everyone who has had to assess her including instructors and supervisors and co-workers. Our programs allow for considerable re-doing and coaching to pass.

As an example, I proctored a test that she took and failed. I asked her if there was any accommodation that she would require to be able to correct it. I suggested the usual, separate quiet space, someone to read it to her and she said, "I don't know what you can do for me, I can't remember from one day to the next".

This is the truth. She cannot remember things. It is a result of illness, and the treatment of the illness. She freely shares this information. Her Team cannot let her independently do the most basic of tasks due to her inability to perform. The DA3 has indicated that she has to have "hands on" assistance from other staff in order to complete the work. This level of support cannot be provided indefinitely. She is not comfortable touching people's body when providing personal care. When there has been behavioral or medical issues, she has hidden to avoid the situation.

This is not something that is expected to improve over time. More training will not have any benefit. Again, she openly admits it. I am not sure how we landed in this position with her, but based on her performance and admitted inability to remember things, the Traineeship Council is recommending termination. Please advise. Let me know if there is anything more I can provide to you.

Thank you.
Sue

Susan J. Williams
Director of Training, Broome Office

NYS Office for People With Developmental Disabilities
249 Glenwood Rd. Binghamton, NY 13905

Office: (607) 240-4735 | Cell: (607) 760-9532
susan.j.williams@opwdd.ny.gov
www.opwdd.ny.gov

NEW YORK
STATE OF
OPPORTUNITY

**Office for People With
Developmental Disabilities**

Andrew M. Cuomo, Governor
Kerry A. Delaney, Acting Commissioner

November 25, 2016

Personal Delivery

Alicia A. Hover
215 South Loder Avenue, Apt#C2
Endicott, NY 13760

Dear Ms. Hover,

This letter is to confirm your termination from your Direct Support Assistant Trainee position effective November 30, 2016, close of business. Please make arrangements to surrender your keys and State Identification. Your final paycheck will be mailed to the address above.

If you have any questions regarding this matter, please contact Suki Fox in the Human Resources Office at (607) 240-4744.

Sincerely,



Holly Belveg
Deputy Director, Broome DDSO

/ddf

exh D